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In 1965, queries sent by the Educational Research Service (ERS) to 461 school systems identified only 63 middle schools concentrated in 20 systems. Only 13 of these 20 systems enrolled more than 12,000 pupils. When school systems of similar size were again polled at the opening of the 1968-69 school year, 70 systems reported 235 middle schools. This growth in the number of middle schools in the past 4 years prompted this detailed report on the characteristics of each individual school. Information for each school includes: (1) Identification of the school system and the name of the school, (2) first year operated, (3) grades included, (4) number of students, (5) number of staff positions, (6) ability grouping, (7) instructional practices, (8) subjects taught by teams, (9) special subjects--both required and elective, and (10) activities. Special comments by principals of middle schools, an index to school systems with middle schools, a bibliography of 15 books and pamphlets and 26 articles, and a sample questionnaire are also included. (DE)

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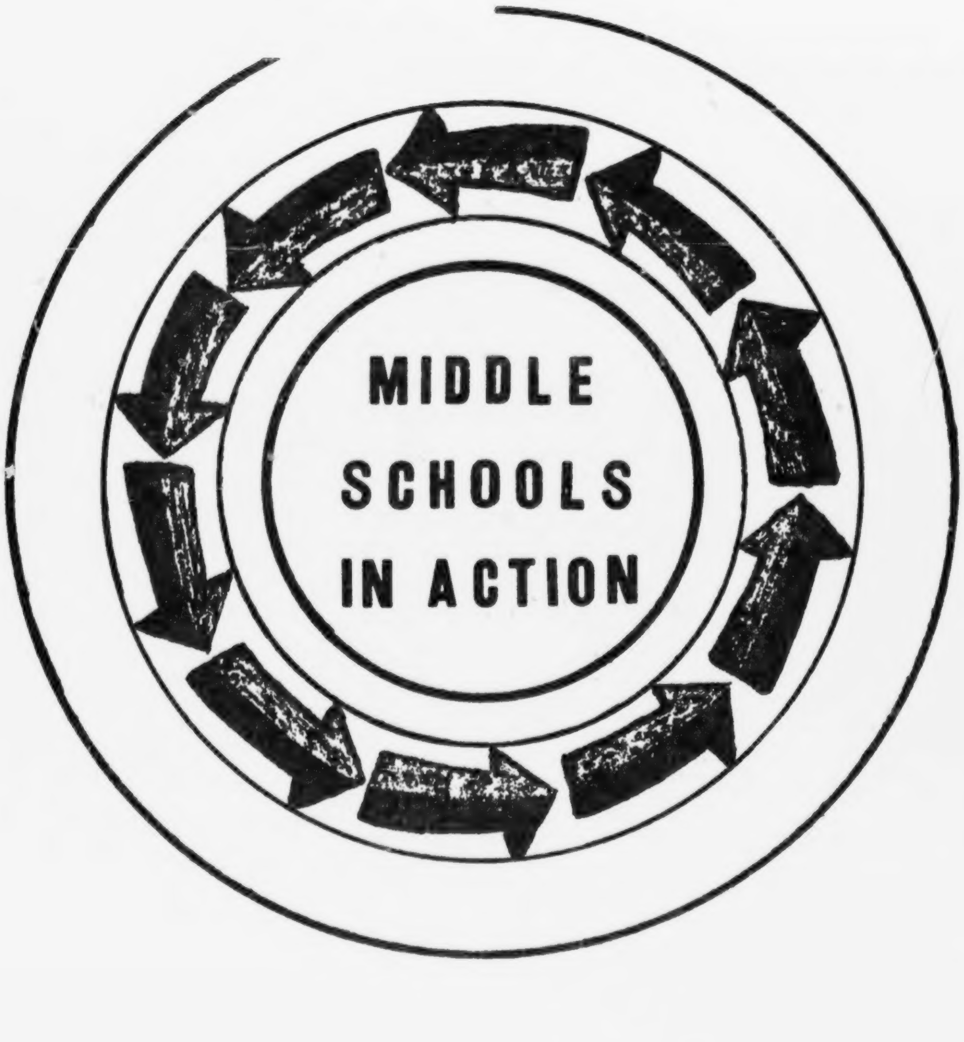

MIDDLE SCHOOLS IN ACTION

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MIDDLE SCHOOLS IN ACTION

Since the turn of the century, school planners have increasingly recognized the special needs of youth in the early stages of adolescence and the importance of helping them bridge the gap between elementary and high school. One effort in this direction was the emergence of the junior high school. Apparently the first such schools, formed by taking grades 7 and 8 from the elementary school and grade 9 from the high school, were established around 1910. In the ensuing years, although the junior high school has grown steadily in numbers (currently about 8,000), it has never been universally accepted.

Within very recent years, midst the continuing pro and con discussion of the value of the junior high school, a new concept has been proposed. It calls for the reconstitution of the four-year high school and the establishment of a "middle school" (most frequently grades 6, 7 and 8) between the elementary grades and the high school. Proponents support this concept with a variety of theories. For example, they point to psychologists' claims that most youngsters today are maturing at least a year earlier than did children 50 years ago.

Four years ago, the Educational Research Service, unable to respond adequately to increasing requests for information regarding the middle school concept, endeavored to locate existing middle schools and to learn about their programs. Queries to 461 school systems identified only 63 schools concentrated in 20 systems. Information obtained from these systems was reported in ERS Circular No. 3, 1965, which is now out of print.

In 1965, only 13 of the 20 systems having one or more middle schools enrolled more than 12,000 pupils. When the school systems this size were again polled at the opening of the 1968-69 school year, 70 systems reported 235 middle schools. Obviously the number of middle schools has grown since 1965, and so have the interest in the plan and the amount of discussion in periodicals and books. The Educational Research Service felt that a new study was in order.

Examination of the literature preparatory to formulating a questionnaire for the new survey revealed that, in its current experimental phase at least, the middle school concept is developing differently in different schools. For this reason, it was decided that the new study should depart from the usual ERS custom of reporting systemwide practices and instead report the characteristics of each individual school. This decision has proved to be a sound one. Only rarely did the replies from the individual schools reveal any degree of systemwide uniformity.

Through the offices of the superintendents in the 70 school systems reporting middle schools in the above-mentioned poll and in three additional systems over 12,000 in enrollment where middle schools were known to exist, questionnaires (see pages 77-80) were sent to the principals of about 200 middle schools. Reported in this Circular are the replies of 154 principals in 51 school systems. It will be noted that 22 of the 73 systems invited to participate are not represented. Some of them did not respond to the invitation, and others stated that their so-called "middle schools" were not actually operating as such.

Not all of the middle schools operated by nine of the 51 systems are represented herein. New York City was asked to submit replies for only the most representative of its more than 50 middle schools, and questionnaires were not returned by all of the middle schools in eight systems.

THE MIDDLE SCHOOL CONCEPT

Attempts to define a middle school have focused almost exclusively on a certain grouping of grades or, in general terms, on a program designed to provide for the special needs of the 10 to 14 age group. Experiences in preparing this Circular have shown, however, that not all principals of schools with grades 5-8 or 6-8 consider their schools to be middle schools. Likewise many principals with grades 7-8 or 6-9 in their schools refer to them as middle schools; some schools with these grades are even called middle schools.

At the heart of what makes a school a middle school, no matter what it is called, lies the concept of providing for the special needs of the 10 to 14 age group, easing the transition from childhood to adolescence, and bridging the gap between the self-contained elementary school and the departmentalized high school. As discussed in many of the references in the bibliography on pages 75 and 76, it is clear that inherent in the middle school concept are the following distinguishing features:

1. A span of at least three grades to allow for the gradual transition from elementary to high school instructional practices (must include grades 6 and 7, and no grades below 5 or above 8).

2. Emerging departmental structure in each higher grade to effect gradual transition from the self-contained elementary classroom to the departmentalized high school.

3. Flexible approaches to instruction: team teaching, flexible scheduling, individualized instruction, independent study, tutorial programs--and other approaches aimed at stimulating children to learn how to learn.

4. *Required* special courses, taught in departmentalized form, such as industrial arts, home economics, foreign language, art, music, and typing. Frequently an interdisciplinary approach is used, e.g., "unified arts," "practical arts," "humanities," "performing arts," "urban living."

5. Guidance program as a distinct entity to fill the special needs of this age group.

6. Faculty with both elementary and secondary certification, or some teachers with each type (until special training and certification are available for this level).

7. Limited attention to interschool sports and social activities.

Certainly there are many who would not completely agree with this list, finding it too narrow or too broad. The reader is cautioned that most of the items would require on-the-spot verification before it could be said that a particular school does or does not measure up. Certainly, too, not all and in fact very few of the 154 middle schools included in this report would qualify under these strict definitions. The lack of many of these factors was lamented by various principals in describing their schools' programs.

While the concept of the middle school is rooted in the educational atmosphere it can provide for the early adolescent child, often the institution of a middle school is the result of a more practical need--for example, overcrowded conditions of nearby elementary schools, necessitating shifting one junior high grade to the senior high school and one or two elementary grades to the junior high. At times, too, middle schools fed by several elementary schools have been established to increase integration.

Each of the seven characteristics above were covered in the questionnaire completed by the 154 schools, although not all of the items are tabulated in the school-by-school table which begins on page 18. Various features of the 154 middle schools revealed in Columns 1 through 10 of the table are discussed in the sections which follow.

LOCATION OF MIDDLE SCHOOLS

(Column 1 of the school-by-school table)

The 154 middle schools listed in Column 1 are operated by 51 school systems in 23 states. California and Texas are represented by the largest number of systems (7 and 6 respectively) and also the largest number of middle schools (29 and 23).

The distribution of the schools by size of school system is as follows:

Size of system	No. of systems	No. of middle schools
100,000 or more pupils	5	16
50,000-99,999 pupils	11	31
25,000-49,999 pupils	6	21
12,000-24,999 pupils	29	86

Of interest, too, may be the distribution of the middle schools according to the predominant grade organization pattern of the school systems in which they are located:

Predominant grade organization plan	No. of systems	No. of middle schools
5-3-4	20	87
6-3-3	17	41
6-2-4	6	10
8-4	4	11
4-4-4	1	1
7-5	1	1
No predominant plan	2	3

An index on page 72 shows the total system enrollment and the predominant grade organization plan of each of the 51 systems represented by middle schools in this Circular.

As can be seen from scanning Column 1, although the term "middle" appears in the names of many of the schools (56, or slightly over one-third), there are a number which carry other designations. Forty-eight schools are designated as "intermediate" schools, 32 as "junior high schools," and two as "elementary" schools; 13 have no specific designation in their names. The title of "junior school" is unique to the three middle schools in the Goose Creek Consolidated School District, Texas.

YEAR ESTABLISHED
(Column 2 of the school-by-school table)

The horizontal "thermometer" at the bottom of this page, Figure 1, shows the number of middle schools established in each year for which data were available. As can be seen, the oldest of the 154 schools were first operated in 1950, reported by three schools--two in Bay City, Michigan, and one in Baldwin Park, California. Ninety-seven of the schools have been middle schools less than three years, and 43 of them opened in September 1968. Two schools are not included on the graph since by their own definitions they are in the process of transition to the middle school concept, and four schools did not respond to this question.

> **RATIONALE FOR ESTABLISHING A MIDDLE SCHOOL PROGRAM**
>
> The Southern Junior High School houses a program of education that is designed with continuity, articulation, and balance. It has a curriculum dedicated to the idea that middle school students should explore broadly in the many general areas rather than specialize in narrow fields of study. The program is a project-centered experience that encourages both the individual and group planning. It is a program that has as its basic tenet the meeting of current student needs at this time in their lives, as well as to prepare the students for some future date. The program uses wide ranges of text materials, teams of teachers, counseling and guidance opportunities, supplementary materials, etc. The school attempts to be a full partner with the elementary and high school and not a junior partner in any sense. The program emphasis is neither elementary nor secondary, but is a combination of the best of both.
>
> The Southern Junior High School is one that embodies the finest characteristics of the intermediate program:
>
> 1. The function of a "transitional" school or "bridge" institution.
> 2. A program and identity of its own adapted to the needs of a pre-adolescent and early adolescent pupil.
> 3. A program of exploratory experiences.
> 4. Continued general education.
>
> *—Southern Junior High School, Muscogee County School District, Columbus, Ga.*

GRADES INCLUDED
(Column 3 of the school-by-school table)

As can be seen from the following tabulation, which distributes the 154 schools according

Figure 1

FIRST YEAR OF OPERATION AS MIDDLE SCHOOL

YEAR	1950	1954	1955	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968
NO. OF SCHOOLS	3	1	2	1	4	2	2	8	8	9	5	6	29	25	43

to the grades included, the majority (126) follow the 6-8 or 5-8 grouping pattern.

Grades included	Number of schools
6-8	117
5-8	9
6-9	6
7-8	6
5-9	5
6-7	4
4-8	3
5-7	2
7-9	1
3-8	1

The grade organization patterns of some schools would seem to eliminate them from consideration as middle schools according to the essential grade grouping proposed in the introduction to this discussion. Nevertheless, they have been included in this Circular since the responses indicate that their principals consider them middle schools.

A few of the schools in the survey said that they will either lose or gain one grade next fall, when their own facilities will be expanded or when space will become available in a nearby elementary or high school.

SIZE OF SCHOOL
(Column 4 of the school-by-school table)

The size of the schools in the survey ranges from 227 pupils (two schools) to 2,160 in one New York City school. The greatest number, however, fall in the 500 to 1,000 range, and the median size is 822. The 152 schools which responded to this question are grouped in 200-pupil intervals as follows:

Number of students	Number of schools
200-399	8
400-599	23
600-799	36
800-999	41
1,000-1,199	20
1,200-1,399	8
1,400-1,599	10
1,600-1,799	5
2,160	1

Only the full-time enrollment has been tabulated for one school which reported 144 part-time students from a shared-time program with a parochial school.

SCHOOL STAFF
(Column 5 of the school-by-school table)

Principals. With one exception, the questionnaires were filled out by the individual school's principal. Thus it is possible to ascertain that among the 154 middle schools only seven are administered by women principals.

Assistant principals. Thirty-five of the respondents indicated that no assistant principal is assigned to his school, two have half-time assistants, and five schools have only deans. The majority of the schools (83) have one assistant principal, and 29 have from two to six assistant principals. Five principals have the assistance of one or more administrative interns.

Guidance counselors. Although the importance of a guidance program in the middle school is emphasized in the literature on the middle school, 13 schools did not report either full- or part-time counselors. For 98 schools all counselors are full-time, in 26 all are part-time, and 17 have at least one full-time and one part-time counselor. Since the percent of time spent in counseling activities by the part-time

> The middle school child is a contradiction in behavior. Physically, he is maturing over a year earlier than was true a generation ago. Emotionally, he needs a nest he can call his own—a place for solitude, reflection and retreat.
>
> One goal of the middle school is the development of self-discipline. The youngster should be free to make mistakes without fear of penalty.
>
> In the comfortable atmosphere of a well-organized middle school the student responds favorably to external and internal forces and, as he grows in self-discipline, he becomes a delightful individual.
>
> Growth in self-discipline hinges on how well the guidance counselor effects the humanizing of the educational process. This changing role of counselors should include close contacts with children in learning situations.
>
> *—Material from Howard and Carroll Counties, Md.*

counselors was not reported, pupil-counselor ratios for the individual schools cannot be computed.

Teachers. While it would seem that pupil-teacher ratios might be computed from the figures given for each school, such an effort would be meaningless unless considered in light of the program offered. A number of factors can greatly affect the validity of a pupil-teacher ratio. The number of teaching assistant principals; the teaching guidance counselors, nurses, and librarians; the number of teacher aides; the number of courses taught by special teachers; the inclusion of a special education, academically talented, or compensatory program; the use of team teaching and large and small group instruction--all these factors can affect and greatly distort the picture created by a simple pupil-teacher ratio.

The questionnaire form asked respondents to indicate an approximate percentage of the teaching staff, by grade, who had certification for elementary teaching only, for secondary only, or for both elementary and secondary teaching. Many principals did not answer the question, misinterpreted the question, replied that since teachers often taught at several grade levels they could not supply exact data, said that special teachers and special education teachers had K-12 certification, or stated that certification overlapped several grades. In Illinois, for instance, the standard elementary certificate is for grades K-9 and the standard secondary for grades 6-12. However, from the usable replies, it appears that the majority of grade 5 and 6 teachers have elementary certification and most seventh- and eighth-grade teachers have secondary certificates.

Teacher aides. Reported among the 154 schools are 223½ teacher aides, distributed in 61 schools. They appear to be employed most frequently in schools with team teaching programs.

Other personnel. Since the questionnaire provided space only for the principals to indicate their "other" administrative personnel no tabulation has been made of such positions as librarian, department chairman, or secretary when reported. The "other" personnel reported by individual schools is, however, listed in Column 5 of the school-by-school table.

Since the questionnaire did not provide space for respondents to fill in information for grades other than 5 through 8, information for the few schools which include grades 3, 4, and 9 has not been summarized for Columns 6-10.

ABILITY GROUPING

(Column 6 of the school-by-school table)

The questionnaire asked about grouping practices in homerooms, general subject areas, and special subjects. Among the 154 schools, all except 24 use ability grouping in at least one of these situations in at least one grade. A tabulation of all the possible combinations of grouping by grade, type of pupil, or subject would result in an extremely lengthy list, as can be seen from a glance at Column 6. However, the most frequently-mentioned practice was ability grouping in some or all general subjects (core subjects). Where this is not universal throughout the grades, it is usually practiced in the upper grades, 7 and 8. Undoubtedly the size of the student body has a great deal to do with whether general and special subjects can be grouped homogeneously.

INSTRUCTIONAL ORGANIZATION

(Column 7 of the school-by-school table)

The replies of participating schools with respect to class organization and selected instructional practices are summarized in Table A on page 7. This table shows for each of grades 5, 6, 7, and 8, the percentage of the schools including each grade in which the various practices are followed.

Degree of departmentalization. One of the purposes of the middle school is to provide a

Change is a way of life in the middle school.

—Material from Howard and Carroll Counties, Md.

smooth transition between the self-contained elementary classroom and the departmentalized high school. Thus one of the features of a middle school should be that it provides an increasing amount of departmentalized instruction as students move through the grades. Table A provides clear evidence that, in most of the schools represented in this study, the students experience a gradual transition from self-contained classrooms or partial departmentalization to the totally departmentalized situation they will encounter in high school.

Team teaching. Practices regarding subje area and interdisciplinary teams are discussed in the next major section, on page 7.

Large and small group instruction. While any discussion of large and small group instruction is usually related to team teaching, some systems reported these practices but did not report any form of team teaching. Some respondents noted that their replies with respect to large or small group instruction applied only to remedial programs, special education, academically talented, or honors courses. Some respondents may have misinterpreted the question and related their answers to class size.

Flexible scheduling. Table A shows that flexible scheduling was reported by five schools for grade 5, 39 for grade 6, 44 for grade 7, and 43 for grade 8. From additional information submitted by a number of principals, it is evident that there are a variety of flexible scheduling plans. Some schools do not apply flexible scheduling to all grades. Some utilize flexible scheduling only for a part of the day, usually when core subjects are taught and when an interdisciplinary team approach is utilized. Two schools reported that the school day is divided into three sections or phases of about equal length. Flexibility is achieved by varying the length of time in a subject within each phase, usually according to the student's interests and needs. The most common pattern of flexible scheduling involves dividing the day into modules of equal length, which are combined differently for various subjects and days of the week.

Closed-circuit television. Twenty-seven schools in 11 systems have the benefit of closed-circuit TV instruction. With one exception, television instruction is available to all grades within the school. Not all of the systems, however, provide closed-circuit TV for all middle schools in the system.

Independent study. Doubtless the term "independent study" has been stretched to cover a multitude of situations in the schools included in Table A. It may well be, for instance, that the tabulation in some cases indicates only that students have unsupervised study halls. Independent study, as intended by the survey question, however, may take the following forms: individual projects undertaken by some members of a class, a plan of study developed for an exceptional child by his teacher, or a seminar-type program based on the individual projects of the participants.

Individualized instruction. From the large number of schools which reported individualized instruction for various grades (see Table A), it seems that this question was mininterpreted by some respondents. In a few cases the replies indicated that the practice applies only to remedial or special education classes; this may also be true of other schools. Since most teachers

The teaching skills needed are learning support skills which is one of the goals of staff development. The middle school teacher is not teaching math, he is not teaching Joan; he is not teaching math to Joan. He is providing support to Joan so that she can learn. The teacher lends support to Joan in the math learning situation in accordance with his understanding of Joan's learning process.

—Material from Howard and Carroll Counties, Md.

would say that they give individual instruction to each child at one time or another, the term may have been loosely applied in some responses.

Tutorial programs. From supplementary information submitted by many respondents, it is evident that tutorial programs reported in Column 7 include both remedial classes and after-school programs involving student tutors and other noncertificated personnel.

TEAM TEACHING
(Columns 7 and 8 of the school-by-school table)

The questionnaire provided space for respondents to indicate the grades and subjects for which they use subject area teams and interdisciplinary teams. Table A shows the percentage of schools having both types of team teaching in each grade. Sixty-three schools (40.9%) did not report either type in any grade.

Subject area teams. A subject area team, sometimes called a single-subject team, combines two or more teachers planning and teaching in the same subject matter area. The variations within this definition are many. The teachers may team up to provide specialization of areas within the subject matter; they may cross grade levels or remain on the same grade level; they may specialize in reaching a certain type of student, and so on. But team planning is the essential factor.

Although social studies, mathematics, physical education, language arts, and science--in that order--were the most frequently-mentioned subjects taught by this type of team, actually

Table A

INSTRUCTIONAL ORGANIZATION AND PRACTICE, 154 MIDDLE SCHOOLS
(Summarized from Column 7 of the table beginning on page 18)

Organization and practices	Number and percent of schools by grade level*			
	Grade 5 (20 schools)	Grade 6 (146 schools)	Grade 7 (154 schools)	Grade 8 (148 schools)
ORGANIZATION				
Self-contained classrooms	10(50.0%)	31(21.2%)	3(1.9%)	3(2.0%)
Partial departmentalization	7(35.0%)	74(50.7%)	55(35.7%)	36(24.4%)
Total departmentalization	3(15.0%)	35(24.0%)	91(59.1%)	105(70.9%)
No reply	...	6(4.1%)	5(3.3%)	4(2.7%)
PRACTICES				
Subject area teams	4(20.0%)	45(30.8%)	51(33.1%)	52(35.1%)
Interdisciplinary teams	2(10.0%)	19(13.0%)	29(18.8%)	25(16.9%)
Small group instruction	7(35.0%)	55(37.7%)	63(40.9%)	66(44.6%)
Large group instruction	4(20.0%)	35(24.0%)	45(29.2%)	47(31.8%)
Flexible scheduling	5(25.0%)	39(26.7%)	44(28.6%)	43(29.1%)
Closed-circuit TV	1(5.0%)	22(15.1%)	24(15.6%)	25(16.9%)
Independent study	3(15.0%)	30(20.5%)	39(25.3%)	40(27.0%)
Individualized instruction	4(20.0%)	39(26.7%)	47(30.5%)	48(32.4%)
Tutorial programs	3(15.0%)	32(21.9%)	33(21.4%)	31(20.9%)

* Percentages are based on the total number of middle schools in the survey which include each of the grades. The number of schools with each grade is shown in the column heading.

almost every subject imaginable was listed by at least one respondent as being taught by a subject area team.

Interdisciplinary teams. This term can be descriptive of a multitude of arrangements. It may refer to two or more teachers representing different disciplines who plan together to achieve a coordinated approach to their individual subjects, whether or not they are teaching subjects in a block-of-time approach. The term may also refer to team teaching a single subject which requires a multidisciplinary approach, such as humanities, practical arts, urban living, performing arts, African studies. Since this latter approach could also be thought of as a single subject team, it may well be that such teams are actually tabulated in both categories. The most-frequently-mentioned composition of interdisciplinary teams were math/science; English/social studies; math/science/English/social studies; and social studies/math/English.

SPECIAL SUBJECTS
(Column 9 of the school-by-school table)

The degree to which special subjects are offered, are taught by special subject teachers, and are *required* of students is another indication of whether children are indeed being provided with new experiences to open new avenues to learning. Table B shows the number and percent of the responding middle schools, by grade, which require students to take certain special subjects and the number of schools which offer electives in these subjects. The reader is cautioned that where a particular grade is self-contained, the subjects may not be taught by special subject teachers. The size of student body and the qualified teachers available in many cases govern the number and type of special subjects that can be taught in departmentalized form. Facilities, too, may play a large role in determining which special courses are taught.

> As is true of all schools the middle school should adapt its general philosophies, specific purposes, and its educational program to its own community and to the larger communities of which it is a part.
>
> *—Material from Howard and Carroll Counties, Md.*

The questionnaire did not ask whether the required courses were required for one full year or were offered for only a semester or quarter.

Table B

SPECIAL SUBJECTS TAUGHT, 154 MIDDLE SCHOOLS
(Summarized from Column 9 of the table beginning on page 18)

Special subjects	Number and percent of schools by grade level*							
	Grade 5 (20 schools)		Grade 6 (146 schools)		Grade 7 (154 schools)		Grade 8 (148 schools)	
	Elective	*Required*	*Elective*	*Required*	*Elective*	*Required*	*Elective*	*Required*
Typing	...	...	4(2.7%)	11(7.5%)	11(7.1%)	13(8.4%)	19(12.8%)	11(7.4%)
Art	...	17(85.0%)	8(5.5%)	123(84.2%)	41(26.6%)	103(66.9%)	89(60.1%)	48(32.4%)
Music	2(10.0%)	19(95.0%)	12(8.2%)	124(84.9%)	54(35.1%)	99(64.3%)	94(63.5%)	51(34.5%)
Industrial arts	1(5.0%)	4(20.0%)	2(1.4%)	46(31.5%)	31(20.1%)	86(55.8%)	59(39.9%)	76(51.4%)
Home economics	1(5.0%)	4(20.0%)	2(1.4%)	48(32.9%)	30(19.5%)	85(55.2%)	56(37.8%)	76(51.4%)
Spanish	...	...	5(3.4%)	30(20.5%)	32(20.8%)	13(8.4%)	45(30.4%)	11(7.4%)
French	1(5.0%)	1(5.0%)	11(7.5%)	2(1.4%)	35(22.7%)	7(4.5%)	45(30.4%)	1(0.7%)
Spanish or French	1(5.0%)	1(5.0%)	1(0.7%)	17(11.6%)	9(5.8%)	12(7.8%)	15(10.1%)	6(4.1%)
Other language	...	...	3(2.1%)	2(1.4%)	13(8.4%)	4(2.6%)	29(19.6%)	2(1.4%)

* See footnote on Table A

Some respondents volunteered this information, particularly in cases where a "unified arts" program was required. Such programs usually consist of such courses as typing, industrial arts, homemaking, foreign language, art, and music.

Typing. Typing as a required course is often introduced to the middle school pupil in conjunction with other special subjects in a unified or practical arts program, notably in New York City. None of the respondents indicated that a required typing course was taught for five days a week or for a year.

Art and music. Art and music are required more often in all grades than any other special subject. Notable is the fact that in the higher grades art and music are more commonly elective subjects, whereas in grades 5 and 6 they are required. This may be due to the fact that electives are offered upon completion of the required course, or in addition to the required course when vocal or instrumental music is taught as a credit course.

Industrial arts and home economics. Although home economics is usually offered only for girls and industrial arts only for boys, a few schools require both subjects of boys and girls--or at least a smattering of each. Two principals said that the classes are coeducational. As with art and music, electives in home economics and industrial arts are often available to the student who has completed the required course and wishes to pursue other aspects. Unlike art and music, industrial arts and home economics are required more often in grade 7 or 8.

Foreign language. The fact that Spanish is required in more schools than is French is due in part to the location of many of the participating middle schools in regions with Hispanic backgrounds--Texas, California, and Florida. In some schools, however, pupils have their choice of languages to fulfill a requirement--Spanish or French; Spanish, French or German; or Spanish, French or Italian. Only one school reported offering Russian--as an elective in grades 6, 7, and 8. Unique is the requirement in the Springfield, Illinois, middle schools: pupils must take one year each of French and Spanish and may elect a third year of either. Latin is offered as an eighth-grade elective in two schools.

Physical education and health/safety. Column 9 of the school-by-school table reports physical education and health/safety as special subjects. However, only rarely was physical education not reported as required for all grades. In a few cases, it was reported as an elective for a single grade or the respondent failed to indicate that it is offered at all. It is likely that in many of the schools which reported that health/safety is required in all grades, the course is part of the physical education program.

Other special subjects. Among the other special subjects itemized by respondents, speech and journalism were mentioned more often than others. In no case is journalism required, but two systems require speech for all students and another requires it for eighth-grade boys only.

Some 30 other subjects were filled in by the responding principals, including math, science, and English electives, careers, social arts, cosmetology, communication arts, current events, graphics, auto shop, and library. One system even requires sixth-graders to take a one-quarter course in student council (as part of the practical arts program).

ACTIVITY PROGRAM

(Column 10 of the school-by-school table)

Delaying the onset of the social pressures brought on by interschool contests and activities in the junior high school has been one argument used to promote the middle school grouping. As can be seen from a glance at Column 10 of the school-by-school table, many middle schools have extensive programs of clubs and other activities for students.

Activities. Table C, on page 10, shows the frequency with which each activity was reported for each grade. As can be seen from the table, intramural sports are offered more frequently in grades 5-7 and are offered about as frequently as interschool sports in grade 8. The percentage of schools providing each activity increases progressively from grade 5 to grade 8.

Clubs. A number of schools did not indicate whether clubs have been formed, or simply wrote "many" and did not enumerate. Over 70 different clubs were mentioned by at least one school. Science clubs were reported by 30 schools, chess by 20; foreign language clubs have been formed in 17 schools and library clubs in 15. Some of the more unique clubs are marine biology, weight-lifting, boys gourmet, hunting and fishing, Civil War, radio listeners, charm, rodeo, folk dancing, auto, and knitting.

BASES FOR ENROLLMENTS

Included in the questionnaire, but not reported for the individual schools in the table beginning on page 18, was an inquiry regarding the bases on which pupils are enrolled in the middle schools. The factor most frequently checked (135 schools) was "school boundaries." In another 10 schools, enrollment is voluntary while four consider school boundaries and also accept voluntary enrollees. Perhaps these 14 schools could be categorized with the two that reported "freedom of choice." Three respondents indicated that the ability level or interest of the pupil was considered in admission policies. Five schools reported that some students are bused according to the district's integration plan. Special permission from the central office is sometimes granted for pupils who want courses which are not available in their regularly-assigned schools.

The fact that a particular school offers a special program not generally available is the basis for admitting certain students in 20 schools. Seventeen of these schools have special programs for the physically, mentally, or emotionally handicapped; programs in the three other schools are for the academically talented, the slow learner, and the educationally handicapped, respectively.

SCHOOL BUILDINGS

Forty-four of the 154 middle schools are housed in facilities built especially for middle school purposes. Of the remaining schools, 46 were formerly traditional junior high schools (grades 7-9), 18 were K-6 or K-8 elementary schools, 11 were senior high schools, eight were union schools (1-12), and six were grade 7 and 8

Table C

EXTRACURRICULAR ACTIVITIES, 154 MIDDLE SCHOOLS
(Summarized from Column 10 of the table beginning on page 18)

	Number and percent of schools by grade level*			
	Grade 5 (20 schools)	Grade 6 (146 schools)	Grade 7 (154 schools)	Grade 8 (148 schools)
Interschool sports	2(10.0%)	35(24.0%)	106(68.8%)	115(77.7%)
Intramural sports	12(60.0%)	115(78.8%)	124(80.5%)	119(80.4%)
Student government	13(65.0%)	113(77.4%)	129(83.8%)	126(85.1%)
Student publications	8(40.0%)	69(47.3%)	96(62.3%)	111(75.0%)
Band	13(65.0%)	130(89.0%)	146(94.8%)	142(95.9%)
Chorus	6(30.0%)	99(67.8%)	130(84.4%)	129(87.2%)
Dramatics	2(10.0%)	46(31.5%)	61(39.6%)	84(56.8%)

* See footnote on Table A.

Middle schools have not always started out in shining new buildings. Quite often the need for a new high school building results in a hand-me-down structure for the middle school. The practice of using former high school buildings can be condoned only if the structure is redesigned to meet middle school objectives. We should no longer have to concern ourselves with arranging students to suit an inflexible building, but instead should continually rearrange the building to suit the needs of the students.

—Material from Howard and Carroll Counties, Md.

intermediate schools. Principals of the remaining schools reported a variety of grade combinations formerly occupying their buildings. For a few schools this is the third type of grade organization that has been in the building. Two schools awaiting new buildings are currently occupying Navy barracks

Thirty-two of the principals said that lack of adequate facilities was one of their biggest problems. Often the complaint centered around the need for special purpose rooms to accommodate large and small group instruction and special subjects such as shop. A few felt that a separate cafeteria would eliminate many scheduling and overcrowding problems since classrooms and the gym now have to be occupied during lunch time.

CENTRAL OFFICE RESPONSIBILITY FOR MIDDLE SCHOOLS

With the initial request to the central offices of school systems with middle schools went an inquiry regarding the title of the district administrator who has overall responsibility for the middle schools in the district. Six systems either did not respond to this question or said that no one had overall responsibility; nine systems listed the superintendent. Individual responses from the 51 systems are noted in the index on page 72.

WHAT THE PRINCIPALS THINK

The responding principals were invited, after they had completed the questionnaire, to react personally to the middle school concept in the light of their experiences. It was suggested, too, that they attempt to assess the reactions of teachers, students, and community. And finally they were encouraged to report on the major problems they have encountered.

This open-end inquiry brought comment from almost every respondent. Their reactions to the middle school plan ran the gamut from extreme dissatisfaction to real enthusiasm. As one respondent philosophized, "Any departure from tradition is received with mixed emotions by the public and many teachers." Some of the comments are reproduced on pages 12 and 13.

Naturally most of the principals have had problems. As the introduction to a middle schools brochure prepared by the Grosse Pointe, Michigan, Schools points out, "Educational innovaction is never easy." Highest on the list of problems was the afore-mentioned lack of adequate physical facilities. Recruiting well-prepared teachers and orienting teachers and parents to middle school philosophy and instructional patterns also troubled a significant number of principals. These and other problems experienced by respondents are reported in their own words on pages 14 and 15.

ERS extends special thanks to the principals who participated in the survey. Their responses evidenced exceptional care, forethought, and a generous spirit of cooperation. Thanks go, too, to the central office administrators who coordinated the distribution of the questionnaires and assured the high percentage of response.

FAVORABLE REACTIONS TO MIDDLE SCHOOLS

- This type of program provides more time for the young person to identify with the school and enables the school to furnish the continuity of program needed to help students develop their abilities to the fullest possible extent. In reality there are no disadvantages to the middle school.
- The staff and myself and the great majority of the community are solidly sold on this approach. We can provide the specialization and still retain the many effective features of the self-contained, elementary school methods. We feel it offers an excellent transition from the lower elementary grades to the more departmentalized system.
- It seems to me that the most outstanding feature of our instructional program so far has been the enthusiasm of the faculty and the harmony that exists among the interdisciplinary teams. The team teachers have gone far in providing student individualized instruction.
- Giant step forward in education.
- One of the major benefits from the middle school is that we have spent more time in the classroom since there are no pep rallies or popularity contests. All sports activities occur before and after school. The stress placed on intramurals has improved our attendance and the ego image of many of our students.
- Great!! We all love it!! Pupils, parents, staff, and administration think it is the best educational program now offered.
- Many of the problems that existed because of our former grade 9 no longer trouble us.
- Greatest asset--6-7-8 grade students more compatible than 7-8-9.
- In the place of a "watered-down" high school, we now have the opportunity to operate so as to better teach children in a more compatible age-grade situation. The middle school presents an interesting challenge to pupils, teachers, and the community.
- Personally, I believe it is a tremendous advantage to pupils of this age to be without the pressures of the junior and senior high age group. Since we don't have to follow the Carnegie Unit Plan, we can give more individual instruction. Simply changing the name from junior high to middle school gives us a chance to do many things we could not do under the traditional junior high school.
- Everyone is enthusiastic--the community (parents), teachers and students. We are trying various approaches to our instructional program, activities, general organization. Generally, we find that so many middle school programs and offerings vary, we have no real guidelines as to which basic situation(s) should form a foundation for a middle school philosophy. We are experimenting (combining junior high and elementary concepts) and trying for better articulation between grades and subjects. Communication is the key word!
- The middle school concept gives one a chance to start anew. We are not (and should not be) limited to what a high school does. Teachers and parents must realize that the middle school concept is much more than a grade organization of (5)-6-7-8-(9).

MIXED REACTIONS TO THE MIDDLE SCHOOL

- Community reaction has been more concerned with the racial make-up of the school than with the educational program. A middle school was established more from an economical than an educational viewpoint, based on the necessity for utilization of a school plant in which enrollment was rapidly decreasing. This aroused much controversy among the community. Recently parents are showing more interest in the educational program and those who have taken the opportunity to examine the program have been generally enthusiastic. The teachers are especially enthusiastic about both the grade and age range and with the communication emphasis, and I naturally share this enthusiasm.
- The teachers express the belief that the staff of the middle school must be more effective for they realize that, just as pupils have different talents and strengths, so do adults. Thus, the staff should be given appropriate differentiated assignments. They believe that the idea that all teachers or all administrators can do all things must be abandoned.
- The one recurring comment that is heard from parents is that some sixth-grade students are unable to function well in such a large school setting due to the immaturity of the student. The school feels this is a very minute problem which usually disappears within the first six weeks.
- Reactions are generally favorable. Students like the increased activity, challenge, and individual commitment. Teachers seem more secure in subject area, but we have lost the teacher guidance of pupils. This has been transferred to the counselor. I believe the loss of teacher guidance is the single most negative factor, but I believe that the program, overall, is better.

- The middle school is an emerging plan with increasing public and professional acceptance. There are those who will argue that sixth-graders are not of sufficient maturity to cope with the departmentalized aspects of the plan. I do not concur. If a well-planned orientation program is provided, assimilation into the total program is accomplished without too much difficulty. It should be emphasized that parents as well as students should receive meaningful orientation. We like to think of the middle school as an elementary organization. A negative aspect of departmentalization has caused some teachers to think more on "secondary" lines. The administrator must continually stress elementary-oriented philosophy and approaches with the staff.
- The psychology of the middle school concept is fine. There is confusion (in the community) in identifying the middle school as an elementary or secondary school.
- It is my belief that within the middle school framework students can best be taught to be creative, responsible, and productive, and that the open school facility can best lend itself to provide for this kind of teaching. The majority of the teachers, students, and parents are reacting favorably to the middle school program, but some are finding it hard to adjust to a change from the traditional program. There is a small community group dead set against the "open school" plant, who feel very strongly that we should move more slowly in this area. It is felt that the major problem is, and will be, to teach teachers to teach in the middle schools.
- To date--excellent, workable, accepted by community; many possibilities still in embryonic stages. The staff has not become as readily engaged in the "Big Picture" concept as hoped, but it is progressing. The big key to further progress now stands as an auxiliary-professional gap--more counseling time is needed.
- I personally believe that the elementary schools are not able to satisfy the demands of fifth- and sixth-graders, and the ninth-graders seem to be intellectually and socially apart from junior high school students. I further believe that the K-6 and 7-8-9 arrangements are failing to meet the social, emotional, and curricular needs of children in the 11-15 age bracket. The education of 11-15 year old pupils is best when it helps to develop them into worthwhile high school students. Thus, I envision the middle school as one which will provide a new approach to a unique set of experiences centered around the needs of early adolescence. I see the middle school as one that will bring young people into situations in which they can explore, discuss, and face up to the confusions and contradictions, the values and unparalleled opportunities that characterize the world in which they live. They (students) have a keen feeling that each pre-adolescent and adolescent should be clothed with a deep sense of dignity. These children register an awareness of the need to be physically active. They realize that the basis of all learning is satisfying curiosity. They want to manipulate and construct. They cherish variety. Every student wants a teacher who knows him well. At the same time they want contacts with teachers who can help them develop special competencies in special fields of interest.

UNFAVORABLE REACTIONS TO THE MIDDLE SCHOOL

- Community--a wait-and-see attitude. Somewhat unhappy over the elimination of a few sports-related activities. Students--do not like the term, "middle school." Have been most patient during this transition year. Teachers--favorably impressed for the most part, but dislike the large number of pupils assigned to them.
- In general the middle school is not widely accepted. As for my personal feeling about this type of school, I feel that the sixth grade belongs in the elementary school for reasons too numerous to mention. Not having the ninth grade in this type of school leaves it with three grade levels of immaturity; this situation produces a lack of leadership and the assuming of responsibility by any large number of students. At the present time the age span is 10 years to 15 years plus.
- We have had to curtail to some degree our extra-curricular program in athletics, band and vocal music, and science, which has brought some unfavorable parent reaction.
- The middle school concept, namely departmentalized program for children in grade 6, has many faults. These pupils are too young to be on their own so much. We found the junior high school program with grade 7, 8, and 9 more suitable. A building such as ours does not lend itself to the middle school concept. The program is new and interesting, especially regarding the guidance features. Would have worked equally well with children of junior high school age.
- The community desires a well-rounded junior high. The maturity spread from fifth grade through eighth grade is too great. We prefer the 6-3-3 system.

PROBLEMS ENCOUNTERED BY MIDDLE SCHOOL PRINCIPALS

- We have no precedent to guide us. We just blaze as we go along.
- Employing teachers with the needed training and certification, and also the proper attitude toward children.
- By far the major problem in both program and faculty is numbers. Because of a rapid growth condition, all of our schools are overcrowded. As these schools go over 1000, the problems develop at about a 2:1 ratio. . . The larger the faculty, the more difficult it is to maintain and introduce a unified program.
- The rigidity of programs and materials provided by the district does not add to the true concept of the middle school.
- Accrediting associations have old policies that do not freely allow for change (experimentation and innovations).
- Most of our problems are directly related to finance.
- Some major problems: Training of middle school teachers, development of a flexible curriculum in terms of specific students and articulation between elementary and middle school and secondary and middle school.
- Students feel somewhat harried by the shortened periods. Teachers, too, wonder over the shorter class periods.
- Not large enough to allow sufficient staffing for varied course offerings.
- Making sixth-graders feel as full members of the intermediate school.
- An area of concern is the great need for separate facilities for a cafeteria and kitchen. If we had separate facilities we would be in a position to use the gymnasium the entire day instead of closing down for 1½ hours while lunch is being served. There is a waste of valuable space because it is necessary to serve students during this time.
- Teachers inadequately oriented to the middle school philosophy.
- Problems that exist are due to so many different organizational patterns within our system.
- Teacher resistance to change, to flexible scheduling, to open-ended lesson planning.
- Need for individualization of instruction made difficult by large student body, lack of small areas and sufficient personnel.
- In some instances we find that Grade 6 pupils are not quite ready for a full departmentalized program.
- We need to find a way to have some heterogeneous grouping in some areas.
- Hourly class changes by ninth-graders disturb nearby self-contained or blocked groups.
- Time to carry out extensive on-going evaluations of results.
- Increase of a new school population for integration purposes not fully acclimated.
- Finding time to meet with teachers during and after the school day to plan new direction and innovation.
- To learn to develop flexible scheduling.
- Many school activities conflict with having the elementary and secondary grades together; there are many things these grades cannot do in common such as participation in interschool athletics, band, etc.
- The sixth grades are not departmentalized to the extent that the seventh and eighth grades are; this leads to scheduling problems with lunch, physical education, band, etc.
- The major problems are entailed in credentials for teachers and a certain degree of over-sophistication among some of the more mature sixth-graders.
- Lack of understanding on part of some board members and some principals.
- Cost of educating sixth-grade students is the same (as seventh and eighth); however, district-allocated dollar is less.
- Staffing ratios are different, causing obvious problems in scheduling students and providing teacher preparation periods for sixth-grade teachers.
- Guidance and discipline problems are more pronounced in a departmentalized program compared to a self-contained situation.

- Scheduling of required and elective classes is sometimes difficult when a school is small and you are working on a limited budget.
- Selling the open space and team teaching.
- Major problem is facilities. In order to carry on innovative programs more effectively, special facilities suited to the program must be constructed.
- Lack of equipment for more individualized instruction.
- Two years or two grades in a school are not enough to provide stability and to fulfill the educational goals. Two-year span precludes a nongraded structure; a three-or four-year span would encourage a nongraded structure, which would offer more individualized attention for each student.

RANDOM THOUGHTS ABOUT MIDDLE SCHOOL

Charles L. Jones

Principal, Wilde Lake Middle School, Howard County, Columbia, Md.
(to open September 1969)
Former principal, Waterloo Middle School, Howard County, Baltimore, Md.

1. WE RECOGNIZE THE NEED TO HUMANIZE THE PROGRAM OF THE MIDDLE SCHOOL AND REALLY PRACTICE DEVELOPING THE WHOLE CHILD.

Ever since the seven cardinal principles of education were first published, we have arranged variations on the theme, "Developing the Whole Child." There can be no question here regarding the intent and ability to identify the goal or direction such an endeavor might take, but we do have a right to question the weakness of the execution.

We need more time -- We need more money -- We need materials -- We need better grouping of students. We need this and we need that. He who doesn't need something or think that he needs something is dead!

In the middle school we must accept the challenge of developing a program which will support the unique needs of the individual. Dr. James Dudley, of the University of Maryland, says that "the program is built into the child -- find it."

Even with old buildings filled with cubicles (they used to be called classrooms), those who interact with others can take time to "see" the child, accept him for what he is, and challenge him toward a program which will educate him. (Educate here means to change his behavior.)

2. TOWARD A FLEXIBLE PROGRAM

This could be a catch-all phrase for a sub-title, "We Really Don't Know What We're Doing," and since we might be accused of failing to structure a program, we can protect ourselves and say that we are being "flexible."

From the theory of Anderson to the execution of Brown we know that it is possible to cater to the needs of individuals within the framework of a program for mass education. The limits of flexibility are determined by many facets: finances, physical plant, teacher orientation, administrative leadership, and a challenge to do -- perform the teaching act -- in a meaningful manner instead of merely planning for daily performance.

The middle school, like other schools, should have a schedule for administrative convenience. Such a schedule is structured to support the needs of the students as established by the professional judgment of the staff. Horrors upon the rigid administrator who can't or won't design and cause or allow a manipulation of the schedule which would better enhance the teaching-learning act.

If we hope to change the behavior of the child, then this can and does happen throughout the school year, not only in the summer or during nonschool vacation days. Why must he be placed in a group and forbidden to alter his affiliation if the need presents itself?

3. WE NEED TO CONSCIOUSLY SEEK A BETTER METHOD OF GROUPING WHICH WILL ENHANCE LEARNING.

Growth and development--research supports the movement of the ninth grade from the middle school. It further supports arguments of compatibility of age groups found in grades 7 and 8 and those students found in grades 5 and 6.

In the middle school we attempt to give these students an opportunity to grow through the period of transience without socio-psychological pressures caused by a close association with the more sophisticated ninth-graders.

The separation from the home nest is dramatic and can be traumatic. The human being is conscious of life's "firsts." The first word, the first step, the first day in school, the first date, etc. -- societal demands have placed tremendous pressures upon our youth to imitate the adult way of living. In the middle school we hope that this method of grouping will allow the "kids" to enjoy being young just a little bit longer.

4. WE NEED TO SEEK OUT THE PERCEPTIVE, MATURE, KIND, INFORMED TEACHER TO MAN THE MIDDLE SCHOOL.

Schools are built to serve the children not to provide jobs for adults.

Children need a significant other adult to support their growth needs, and the school teacher can play an important part in this developmental process.

The need for the middle school child is to know about and work with more male teachers. This is a counter balance for the female influence of pre-adolescence. The teacher must be conscious of the needs of children, even to the sacrifice of daily, routine presentations of subject matter.

Basic skill development is important and the reinforcement of same must be continued in the middle school. Need it, however, be presented in the lock-step, time-restricted, cadence of the high school or college?

Many of our teachers emulate the teaching practices to which they have been subjected. Indeed, some lack stimulation, finesse and are downright boring to their students much as they, too, were disenchanted. Somehow here I am reminded of the parable of the "moat and the beam."

In the middle school we can dare the teacher to be innovative. Here the teacher need not think first what might please the administrator and the need of the child is second. Here the teacher who says, "I just love to teach," must learn that a good teacher first loves and that this rapport establishes a solid basis upon which life's needs are built.

5. WHAT'S NEW AT MIDDLE SCHOOLS THAT WASN'T NECESSARILY TRUE OF THE JUNIOR HIGH SCHOOL?

    1. Organization pattern is self-contained, blocked, and departmentalized.
    2. The grouping is both heterogeneous and homogeneous by ability, performance, sex and expectancy.
    3. The scheduling provides for a master plan which encourages individual scheduling and group flexibility.
    4. The program provides for a learning of basic skills and concepts, developmental tasks in basic skills and concepts, remedial programs where needed as well as enrichment activities.
    5. Teachers are encouraged to practice cooperative teaching which will tap the strength of the teacher rather than support substandard performances of the teaching act.
    6. Pupils are brought face to face with the employment world about them through interaction with community resources.
    7. Teachers here are apt to talk about individual students instead of class groups.
    8. We attempt to stimulate inquiry through the use of multi-sensory teaching devices.
    9. The entire staff is atuned to the guidance philosophy which supports the needs of the child regardless of the title or role of the adult within the building (custodians, clerks, cafeteria personnel as well as the professional staff).
    10. We subscribe to the belief that we still don't know the "best way" of performing our tasks so we keep trying to find a better way.

WHAT IS THE DIFFERENCE BETWEEN A MIDDLE SCHOOL AND A JUNIOR HIGH SCHOOL?

A middle school program is designed to recognize the uniqueness of the growth stage spanning the transition from childhood to adolescence.

The junior high has evolved into exactly what the name implies -- *junior* high school.

MIDDLE SCHOOL EMPHASIZES -	JUNIOR HIGH SCHOOL EMPHASIZES -
.. a child-centered program	.. a subject-centered program
.. learning how to learn	.. learning a body of information
.. creative exploration	.. mastery of concepts and skills
.. belief in oneself	.. competition with others
.. student self-direction, under expert guidance	.. adherence to the teacher-made lesson plan
.. student responsibility for learning	.. teacher responsibility for student learning
.. student independence	.. teacher control
.. flexible scheduling	.. the six-period day
.. student planning in scheduling	.. the principal-made schedule
.. variable group sizes	.. standard classrooms
.. team teaching	.. one teacher for a class
.. a self-pacing approach, with students learning at different rates	.. a textbook approach, with all students on the same page at the same time.

A middle school program is designed to foster the intellectual, social, and emotional growth of children without snatching their childhood from them.

From: The Middle School in Grosse Pointe, an informational brochure prepared by the Grosse Pointe, Michigan, Public School System

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
JEFFERSON COUNTY, ALA.					
Pittman Intermediate, Hueytown	1968	6-7	555	2 part-time counselors 17 teachers 1 teacher aide 1 registrar	In grade 7 general subjects.
MARSHALL COUNTY, ALA.					
Boaz Junior High, Boaz	1958	6-8	445	1 part-time counselor 16 teachers 1 teacher aide	In homerooms and general subjects.
Carlisle Park School, Guntersville	1959	6-8	660	26 teachers 1 teacher aide 1 secretary	In special subjects.
MOBILE COUNTY, ALA					
Carver Middle, Prichard	1968	6-7	884	1 assistant principal 1 full-time counselor 1 part-time counselor 34 teachers 6 teacher aides	In grade 7 special subjects.
Craighead School, Mobile	1968	6-7	550	1 assistant principal 1 part-time counselor 22 teachers 4 teacher aides 2 secretaries	None
ABC SCHOOL DISTRICT, CALIF.					
Haskell Junior High, Cerritos	1963	6-8	770	1 assistant principal 1 part-time counselor 28½ teachers 2 teacher aides	In grades 6-8 general subjects; in grade 6 special subjects.
Killingsworth Junior High, Hawaiian Gardens[a]	Not reported	6-8	906	1 assistant principal 1 full-time counselor 37 teachers 1 teacher aide 1 full-time librarian 1 part-time nurse	In general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Total departmentalization (6-7	None	Art (R,6; E,7) Music (R,6; E,7) Physical education (R,6-7) Band (E,6-7)	Intramural sports, band (6-7); chorus (7).
Total departmentalization (6-8)	None	Typing (E,7-8) Art (E,7-8) Music (E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education (R,6-8) Creative writing (E,7-8) Speech (E,7-8) Earth science (E,8)	Interschool sports, student publications, band (6-8); chorus (7-8). Clubs: 4-H (6-8); Beta (7-8).
Partial departmentalization (6) Total departmentalization (7-8) Small group instruction (6-8) Closed-circuit TV (6-8) Independent study (6-8) Individualized instruction (6-8)	None	Music (R,6) Physical education (R,6-8) Reading (R,6; E,7-8)	Intramural sports, student publications, student government, band (6-8); interschool sports (7-8).
Self-contained classrooms (6) Total departmentalization (7) Tutorial programs (6-7)	None	Art (E,7) Music (E,7) Home economics (E,7) Physical education (R,6-7) Health/safety (R,6) Spanish (E,7)	Intramural sports, student publications, student government, chorus (6-7); Clubs: Future PTA, hobby, foreign language.
Self-contained classrooms (6) Total departmentalization (7) Flexible scheduling (6)	None	Art (E,6) Music (E,6) Industrial arts (E,7) Home economics (E,7) Physical education and health/safety (R,6-7)	Intramural sports, student government, band (6-7).
Total departmentalization (6-8) Large and small group instruction (6-8) Independent study (6-8) Individualized instruction (6-8)	None	Typing (E,7-8) Art (R,6-7; E,8) Music (R,6; E,8) Industrial arts (R,7; E,8) Home economics (R,7; E,8) Physical education and health/safety (R,6-8) Spanish (R,6-8) Journalism (E,8) Speech (E,8)	Intramural sports, student publications, student government, band (6-8); interschool sports (7-8); chorus (7); dramatics (8).
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Large group instruction (7-8) Small group instruction (6-8) Independent study (7-8) Individualized instruction (6-8) Tutorial programs (6-8)	Reading (6-8) Language arts (6-8)	Typing (E,7-8) Art (R,6; E,7-8) Music (E,6-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) Spanish (R,7-8)	Student government, band, chorus (6-8); interschool sports, student publications (7-8).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principals)	Ability grouping
1	2	3	4	5	6
ABC SCHOOL DISTRICT, CALIF. (Continued)					
Tetzlaff Junior High, Cerritos	1966	6-8	751	1 assistant principal 1 part-time counselor 31 teachers 5 part-time teacher aides 1 librarian 1 half-time nurse	In reading.
BALDWIN PARK, CALIF.					
Charles D. Jones School	1950	6-8	601	1 half-time assistant principal 24½ teachers 1 part-time counselor	In homerooms, general and special subjects.
Landis School	1961	6-8	674	1 half-time assistant principal 25 teachers 1 half-time teacher aide	None
Olive School	1967	6-8	572	1 half-time assistant principal 23 teachers	In grade 7 and 8 instrumental and vocal music.
GARDEN GROVE, CALIF.					
Chapman Intermediate	1968	6-8	690	1 assistant principal 1 half-time counselor 23½ teachers	In grade 6-8 math, reading, and English.
Dr. Leroy Doig Intermediate	1968	6-8	650	1 part-time counselor 22 teachers 1 teacher aide	In grade 7 and 8 general and special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Subject area teaching teams (6-8) Interdisciplinary teaching teams (6-8) Partial departmentalization (6-8) Large group instruction (6-8) Small group instruction (7-8) Individualized instruction (8)	Core--English/reading/ social studies (6-8) Math (6) Art, science (6) Physical education (7-8)	Typing (E,7-8) Art (R,6; E,7-8) Music (R-6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) Spanish (R,6-8) Drama (E,7-8) Speech (E,7-8) Journalism (E,7-8)	Intramural sports, student government, band (6-8); interschool sports, student publications, chorus, dramatics (7-8). Clubs: Girls pep club (6-8); chess, National Junior Honor Society (7-8).
Self-contained classrooms (6) Total departmentalization (7-8)	None	Art (R,6-8) Music (R,6-8; E,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,6-8)	Student government, band (6-8); interschool and intramural sports, chorus (7-8). Clubs: Drill team, cheerleaders (7-8); many others.
Subject area teams (6-8) Partial departmentalization (6-8)	Reading (6-8) Physical education (6-8) English (7-8) Math (7-8) Social studies (7-8)	Art (R,6-8) Music (R,6-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,6-8) Spanish (R,6)	Intramural sports, student government, band (6-8); chorus (7-8). Club: Art (7-8).
Subject area teams (6) Self-contained classrooms (6) Partial departmentalization (7-8) Large group instruction (6) Individualized instruction in educationally handicapped classes (7-8)	Social studies (6) Math (6) Science (6)	Art (R,6-8; E,7-8) General music (R,6) Instrumental and vocal music (E,7-8) Home economics (R,6) Physical education and health/safety (R,6)	Student government, band (6-8); interschool sports, chorus (7-8); intramural sports, student publications (8); dramatics (6). Clubs: G.A.A. (6-8); cheerleaders (7-8).
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Large and small group instruction (6-8) Individualized instruction (7-8)	History (7-8) Math (6-8) English (7-8) Science (6) Physical education (6)	Typing (E,8) Art (R,7; E,7-8) Music (R,6-7); E,7-8) Industrial arts (R,8) Home economics (R,8) Physical education and health/safety (R,6-8) Spanish (E,7-8) French (E,7-8) Journalism (E,8) Drama (E,8)	Interschool and intramural sports, student government, band, chorus (6-8); student publications, drama (8). Clubs: Marine biology, photography (7-8).
Partial departmentalization (6) Total departmentalization (7-8)	None	Typing (E,8) Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,8) Home economics (R,8) Physical education (R,6,8) Spanish (E,7-8) Remedial Reading (R for some students in 6-8)	Intramural sports, student government, band (6-8); interschool sports, student publications, chorus (7-8); dramatics (8). Clubs: Science, library, Spanish (7-8).

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
GARDEN GROVE, CALIF. (Continued)					
Hilton D. Bell Intermediate	1968	6-8	638	1 part-time counselor 22½ teachers	In special subjects
James Irvine Intermediate	1967	6-8	930	1 assistant principal 1 part-time counselor 34 teachers	Not reported.
Lampson Intermediate	1961	6-8	704	1 assistant principal 1 half-time counselor 30 teachers	In special subjects.
McGarvin Intermediate, Westminster	1966	6-8	650	1 half-time counselor 24 teachers	In some grade 6 general subjects; in a special subjects.
O. A. Peters Intermediate	1968	6-8	920	1 assistant principal 1 full-time counselor 33 teachers 2 teacher aides	In some grade 7 and general subjects.
S. R. Fitz Intermediate	1966	6-8	950	1 assistant principal 1 full-time counselor 35 teachers	In general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Subject area teams (6-8) Interdisciplinary teams (6-8) Partial departmentalization (6) Total departmentalization (7-8)	Reading/literature (6-8) History (6-8) Math (6)	Typing (E,7-8) Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (E,7-8 and R,8 for some) Home economics (E,7-8) and R,8 for some) Physical education (R,6-8) Health/safety (R,6-7) French or Spanish (R, 7-8)	Intramural sports, student publications, student government, band, chorus, dramatics (6-8); interschool sports (7-8). Clubs: Chess, science (7-8).
Total departmentalization (6-8)	None	Typing (E,8) Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,8) Home economics (R,8) Physical education and health/safety (R,6-8) Spanish or French (R, 7-8)	Intramural sports, student government, band, chorus (6-8); interschool sports (7-8); student publications, dramatics (8). Clubs: Service (6-8); chess (7-8).
Partial departmentalization (6) Total departmentalization (7-8)	None	Typing (E,8) Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (E,7; R,8) Home economics (E,7; R,8) Physical education (R,6-8) Health/safety (R,6-7) Spanish (R,7-8)	Student government, band, chorus (6-8); interschool sports (7-8); dramatics (8).
Subject area teaching teams (6) Interdisciplinary teams (7) Partial departmentalization (6) Total departmentalization (7-8) Large group instruction (7) Small group instruction (6-8) Flexible scheduling (6) Independent study (6-8)	Math (6) English (6) Reading/Spanish (6)	Typing (E,8) Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (E,8) Home economics (E,8) Physical education (R, 6-8) French or Spanish (R,7-8; Spanish-E,6) Science (E,8)	Intramural sports, student government, band, chorus (6-8); interschool sports, student publications (7-8); dramatics (8). Clubs: Library, chess (6-8); letterman's (7-8).
Partial departmentalization (6-7) Total departmentalization (8) Small group instruction (6-8) Flexible scheduling (6-8) Individualized instruction (6-8)	None	Typing (E,8) Art (R,6-7; E,8) Music (R,6-7) Industrial arts (R,8) Home economics (R,8) Physical education and health/safety (R,6-8) Spanish (R,7; E,8) German (E,7-8)	Interschool and intramural sports, student publications, student government, band, chorus (6-8); dramatics (8). Clubs: Safety (6-8); honor society (7-8); homemaking (8).
Subject area teams (6) Total departmentalization (6-8) Small group instruction (6)	English (6) Language arts (6)	Typing (E,8) Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,8) Home economics (R,8) Physical education (R,6-8) Health/safety (R,6-7) Spanish (E,7-8)	Intramural and interschool sports, student government, student publications, band, chorus (6-8); dramatics (7-8). Clubs: 20 different clubs including photography, art, Spanish weight-lifting.

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
PALOS VERDES PENINSULA SCHOOL DISTRICT, CALIF.					
Dapplegray Intermediate, Rolling Hills Estates	1958	6-8	965	1 assistant principal 2 full-time counselors 44 teachers 1 teacher aide	In general subjects.
Malaga Cove Intermediate, Palos Verdes Estates	1961	6-8	900 est.	1 assistant principal 2 full-time counselors 45 teachers	In general subjects.
Margate Intermediate, Palos Verdes Estates	1962	6-8	1,090	1 assistant principal 2 full-time counselors 47 teachers 1 teacher aide	In general and special subjects.
Ridgecrest Intermediate, Palos Verdes Peninsula	1965	6-8	1,159	1 assistant principal 2 full-time counselors 54 teachers 2 teacher aides	In homerooms and general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (R=*required*; E=*elective*)	Activities
7	8	9	10
Subject area teaching teams (6-7) Partial departmentalization (6-8)	Science (6) Math (6) English (7) Social studies (7)	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) Spanish or French (R,6-7; E,8) Speech and drama (E,7-8) Journalism (E,7-8)	Intramural sports, student government, band, chorus (6-8); student publications, dramatics (7-8). Club: Chess (6-8).
Partial departmentalization (6-8)	None	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) Spanish or French (R,6-7; E,8) German (E,8) Career exploration (E,8) Journalism (E,7-8) Reading development (E, 7-8) Speech/drama (E,7-8) English (E,8)	Intramural sports, student government, band, chorus (6-8); student publications, dramatics (7-8).
Interdisciplinary teaching teams (6-7) Partial departmentalization (6-8) Large group instruction (6-8) Small group instruction (6) Independent study (6) Tutorial program (6)	Math-science (6) English-social studies (6-7)	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) French or Spanish (R,6-7; E,8) German (E,8) Speech (E,7-8) Drama (E,7-8) Reading development (E, 7-8) Career explorations (E,8) Communications analysis (E,7-8)	Intramural sports, student publcations, student government, band, chorus (6-8); dramatics (7-8). Clubs: Chess, science (6-8).
Subject area teaching teams (6-8) Partial departmentalization (7-8) Large and small group instruction (8) Tutorial programs (6-8)	Math (6,8) Physical education (6-8)	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7) Physical education and health/safety (R,6-8) Spanish or French (R,6-7; E,8) German (E,8)	Intramural sports, student government, student publications, band, chorus (6-8); dramatics (7-8). Clubs: Science, debate, ski (6-8).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
SAN MATEO, CALIF.--Elementary School District Bayside Middle	1966	6-8	1,025	2 assistant principals 2 full-time counselors 53 teachers 9 teacher aides	In some general and special subjects.
Borel Middle	1968	6-8	1,000	2 assistant principals 2 full-time counselors 1 part-time counselor 45 teachers 8 teacher aides	In special subjects.
Bowditch Middle	1968	6-8	600	1 assistant principal 2 full-time counselors 26 teachers 5 teacher aides	In special subjects.
SANTA CLARA, CALIF. Jefferson Intermediate	1955	6-8	872	1 assistant principal 2 full-time counselors 44 teachers 1 full-time nurse	In reading and arithmetic.
L. C. Curtis Intermediate	1958	6-8	892	1 assistant principal 2 full-time counselors 38 teachers	In homerooms, general and special subjects.
Patrick Henry Intermediate, Sunnyvale	1961	6-8	941	1 assistant principal 1 administrative trainee 1 full-time counselor 35½ teachers 2 special education teachers 1 librarian	In special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (R=*required;* E=*elective)*	Activities
7	8	9	10
Subject area teams (7-8) Interdisciplinary teams (6-8) Partial departmentalization (6-8) Large and small group instruction (6-8) Closed-circuit TV (8) Independent study (6-8) Tutorial programs (6-8)	French (7-8) Social studies/English/ math (6-8)	Typing (E,6) Art (R,6-7; E,8) Music (R,6; E,7-8) Industrial arts (R,7; E,8) Home economics (R,7; E,8) Physical education and health/safety (R,6-8) French or Spanish (R,6-8)	Interschool and intramural sports, student government, student publications, band, chorus,, dramatics (6-8). Clubs: Photography, creative dance (7-8).
Subject area teaching teams (6-8) Interdisciplinary teaching teams (7-8) Partial departmentalization (7-8) Closed-circuit TV (6-8) Independent study (6-8) Individualized instruction (6-8) Tutorial programs (6-8)	Physical education (6-8) English/social studies (7-8)	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (R,6; E, 7-8) Home economics (R,6; E, 7-8) Physical education and health/safety (R,6-8) French or Spanish (R,6; E,7-8)	Intramural sports, student government, band, chorus (6-8); interschool sports, dramatics (7-8); student publications (8). Club: Chess (6-8).
Interdisciplinary teams (6-8) Large and small group instruction (6-8) Closed-circuit TV (6-8) Independent study (6-8) Individualized instruction (6-8) Tutorial programs (6-8)	Language arts/social studies (6-8) Mathematics/science (6-8) Arts (6-8) Physical education (6-8)	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (R,6; E, 7-8) Home economics (R,6; E, 7-8) Physical education and health/safety (R,6-8) Spanish or French (R,6; E,7-8) Journalism (E,7-8) Drama (E,7-8) Chorus (E,6-8)	Interschool and intramural sports, student government, student publications, band, chorus, dramatics (6-8).
Partial departmentalization (6-8) Small group instruction (6-8) Individualized instruction (6-8)	None	Art (R,6-8) Music (R,6-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education R, 6-8)	Intramural sports, student government, student publications, band, chorus (6-8); interschool sports (7-8). Clubs: Chess, cooking (6-8).
Partial departmentalization (6-8) Small group instruction (6-8) Individualized instruction (6-8)	None	See Jefferson Intermediate above. Also requires Spanish in grades 7 and 8.	Interschool and intramural sports, student government, student publications, band, chorus, dramatics (6-8). Clubs: 21 different clubs.
Partial departmentalization (6) Total departmentalization (7-8) Independent study (7-8) Individualized instruction (7-8) Tutorial programs (6-8)	None	See Jefferson Intermediate above. Also offers elective in Spanish (6-8).	Intramural sports, student government, student publications, band, chorus, dramatics (6-8); interschool sports (7-8). Clubs: Hobby, chess (6-8); secretarial (7-8).

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
WEST COVINA, CALIF. Cameron Intermediate	1964	6-8	640	1 assistant principal 1 full-time counselor 22 teachers 1 librarian	In some general subjects.
Coronado Intermediate	1964	6-8	700	1 assistant principal 1 full-time counselor 25 teachers 2 teacher aides	In general and special subjects.
Del Norte Intermediate	1964	5-8	645	1 assistant principal 1 full-time counselor 23 teachers	In grade 5 homeroom; in some grades 6-8, general subjects.
Hollencrest Intermediate	1963	6-8	767	1 assistant principal 1 full-time counselor 25 teachers	In special subjects and grades 6 and 7 homerooms.
Willowood Intermediate	1966	6-8	810	1 assistant principal 1 full-time counselor 28 teachers	In special subjects.
LITTLETON, COLO. Robert Goddard School	1968	5-9	850	1 assistant principal 2 full-time counselors 38 full-time teachers 3 part-time teachers 3 teacher aides	In general and special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Total departmentalization (6-8)	None	Art (R,6) Music (R,6) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,6-8) Spanish (R,7-8) Journalism (E,7-8) Instrumental music (E, 6-8) Choral music (E,7-8)	Interschool and intramural sports, student government, band, chorus (6-8); student publications (7-8).
Total departmentalization (6-8) Small group instruction (6-8) Individualized instruction (6-8)	None	Music (R,6; E,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,6-8) Spanish (R,7-8)	Interschool and intramural sports, student government, band, dramatics (6-8); student publications, chorus (7-8).
Self-contained classrooms (5) Total departmentalization (6-8) Small group instruction (6-8)	None	Art (R,5; E,7-8) Music (R,5-6; E,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,5-8) Foreign language (E,7-8)	Student government, band (5-8); intramural sports, chorus, dramatics (6-8); interschool sports, student publications (7-8).
Subject area teams (6-8) Total departmentalization (6-8) Large and small group instruction (6-8) Closed-circuit TV (6-8) Independent study (6-8)	Spanish (6-8)	Art (E,7-8) Music (R,6; E,6-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) Spanish (R,6-8)	Intramural sports, student government, band (6-8); interschool sports, student publications, chorus (7-8). Club: Journalism (7-8).
Total departmentalization (6-8)	None	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,6-8) Spanish (R,6-8)	Student government, band (6-8); chorus (7-8). Clubs: Math, science, chess.
Subject area teams (7-9) Partial departmentalization (5-8) Total departmentalization (9) Large and small group instruction (5-9) Independent study (6-9) Individualized instruction (5-9)	Social studies (7-8) Civics (9)	Art (R,5-6; E,7-9) Music (R,5-6; E,7-9) Industrial arts (R,7-8; E,9) Home economics (R,7-8; E,9) Physical education (R, 5-9) Latin (E,8-9) Spanish (E,8-9) French (E,8-9) Journalism (E,9) Speech/drama (E,8-9)	Intramural sports, student publications, student government, band, orchestra, chorus, dramatics (5-9); interschool sports (7-9). Clubs: Music, G.A.A. (5-9); pep (7-9); foreign language (8-9).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	44	5	6
NEW HAVEN, CONN.					
Fair Haven Middle	1967	5-8	1,086	2 assistant principals 4 full-time counselors 70 teachers	In homerooms, general and special subjects.
BROWARD COUNTY, FLA. (Ft. Lauderdale)					
Lauderhill Middle	1968	6-8	953	2 deans 1 full-time counselor 1 librarian Number of teachers not reported	None
Plantation Middle	1968	6-8	955	2 assistant principals 2 full-time counselors 48 teachers 8 teacher aides	None
DADE COUNTY, FLA. (Miami)					
Allapattah Junior High	1966	6-9[b]	1,413	3 assistant principals 6 full-time counselors 65 teachers 4 teacher aides	In grade 6 homerooms and general and special subjects.
Charles R. Drew Junior High	1967	6-9[c]	1,420	3 assistant principals 6 full-time counselors 66 teachers 8 teacher aides	In general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Partial departmentalization (5-6) Total departmentalization (7-8) Tutorial programs (5-8)	None	Art (R,5-8) Music (R,5-8) Industrial arts (R,5-8) Home economics (R,5-8) Physical education (R,6-8) French (R,5; E,6-8)	Student publications, student government, chorus (5-8); intramural sports (7-8). Clubs: Science, nature, ice skating (5-8).
Interdisciplinary teams (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Independent study (6-8) Individualized instruction (6-8)	English/social studies/ math/science (6-8)	Typing (R,6-8) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) Conversational Spanish (R,6-8) Band (E,6-8) Chorus (E,6-8)	Intramural sports, band, chorus (6-8); student government, student publications (8).
Interdisciplinary teams (6-8) Self-contained classrooms (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8). Independent study (6-8) Individualized instruction (6-8)	All subjects.	See Lauderhill Middle School above.	Band, chorus (6-8).
Subject area teams (7-8) Interdisciplinary teams (7-8) Self-contained classrooms (6) Total departmentalization (7-8) Large and small group instruction (7-8) Flexible scheduling (7-8) Closed-circuit TV (7-8) Independent study (7-8) Individualized instruction (7-8)	Math (7-8) English (7-8) Social studies (7-8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education (R, 6-8) Health/safety (R,6) Spanish (E,8)	Interschool sports, band, chorus (6-8); intramural sports, student publications, student government (7-8); dramatics (8). Clubs: Future teachers, future homemakers (7-8).
Subject area teams (6-9) Interdisciplinary teams (6-9)[d] Partial departmentalization (6-9) Large and small group instruction (6-9) Flexible scheduling (6-9) Closed-circuit TV (6-9) Independent study (6-9) Individualized instruction (6-9)	Language arts/social studies (6-9) Mathematics/science (6-9)	Typing/general business (E,6-9) Music (R,6-9) Industrial arts (E,6-9) Home economics (E,6-9) Physical education (R, 6-9) Health/safety (E,6-9) French (E,6-9) Spanish (E,6-9) Speech/drama (E,6-9) Junior vocabulary (E,6-9) Communicative arts (E,6-9)	Interschool and intramural sports, student publications, student government, band, chorus, dramatics (6-9). Club: Stamp (6-9).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
DADE COUNTY, FLA. (Continued)					
Miami Edison Junior High	1967	6-8	930	3 assistant principals 4 full-time counselors 41 teachers 2 teacher aides	In general subjects.
Richmond Heights Junior High	Not reported	6-9[b]	1,488	3 assistant principals 3 full-time counselors 2 part-time counselors 61½ teachers 5 teacher aides	In all general subjects and grades 7 and 8 special subjects.
POLK COUNTY, FLA.					
Lake Alfred Junior High, Lake Alfred	Not reported	5-9[b]	357	1 full-time counselor 16 teachers 2 teacher aides	In grade 5-8 homerooms; in grade 5 and 6 general subjects.
Mulberry Middle, Mulberry	1968	6-8	520	1 assistant principal 1 full-time counselor 23 teachers 5 teacher aides	None
Oakland School, Haines City	1968	5-9[b]	717	1 full-time counselor 26 teachers 7 teacher aides	In general subjects.
ATLANTA, GA.					
S. E. Coan Middle	1967	1967, 6-8 1968, 7-8 1969, 6-8	973	1 assistant principal 1 curriculum assistant 1 reading specialist 2 full-time counselors 2 part-time counselors 45 teachers	In homerooms.
MUSCOGEE COUNTY, GA. (Columbus)					
Marshall Junior High	1963	6-8	825	1 assistant principal 1 full-time counselor 1 part-time counselor 30 teachers 1 librarian	In grade 7 and 8 general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Interdisciplinary teams (6-8) Total departmentalization (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Independent study (6-8) Individualized instruction (6-8) Tutorial programs (6-8)	Mathematics/science/ language arts/ social studies (6-8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (E,8) Home economics (E,8) Physical education and health/safety (R,6-8) Spanish (E,8) French (E,8) Instrumental music (E, 6-8) Graphics (R,7; E,8) Crafts (R,6-7; E,8)	Intramural sports, student government, student publications, band, dramatics (6-8); chorus (8). Clubs: Red Cross, science, library assistants, audio-visual (6-8).
Total departmentalization (6-8) Large and small group instruction (6-8)	Language laboratory (8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (E,8) Home economics (E,8) Physical education (R, 6-8) Spanish (E,7-8)	Intramural sports, student government, student publications (6-8); interschool sports, band, chorus (7-8); dramatics (8). Club: Sports (8).
Total departmentalization (5-8) Small group instruction (5-8)	None	Art (R,5-6; E,7-8) Music (R,5-6; E,7-8) Physical education (R, 5-8) Health/safety (E,7-8)	Interschool and intramural sports, student government, band, chorus (5-8)
Total departmentalization (6-8)	None	Art (E,6-7) Music (E,6-8) Industrial arts (R,8) Home economics (R,8) Physical education (R, 6-8) Spanish (E,7-8)	Band (7-8).
Total departmentalization (5-8)	None	Music (E,5-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,5-8)	Intramural sports, student government, band, chorus, dramatics (5-8); interschool sports (7-8).
Subject area teams (7-8) Interdisciplinary teams (7-8) Large and small group instruction (7-8) Flexible scheduling (7-8) Closed-circuit TV (7-8) Independent study (7-8) Individualized instruction (7-8) Tutorial programs (7-8)	Language arts (7-8) Mathematics (7-8) Science (7-8) Social studies (7-8)	Typing (R,7-8) Art (R,7-8) Music (R,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,7-8) Foreign language (E,7)	Intramural sports, student publications, student government, band, chorus, dramatics (7-8); interschool sports (8). Clubs: Boy Scouts, home economics, industrial arts.
Total departmentalization (6-8) Flexible scheduling (6-8) Independent study (6-8) Individualized instruction (6-8) Tutorial programs (6-8)	None	Art (E,6-8) Music (E,6-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education (R, 6-8)	Interschool sports, student government, student publications, band, dramatics (6-8). Clubs: Art, new homemakers, Tri-Hi-Y, Hi-Y dramatics, science, and others.

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
MUSCOGEE COUNTY, GA. (Continued)					
Southern Junior High	1966	6-8	526	1 full-time counselor 25 teachers	In grade 7 and 8 general subjects.
DECATUR, ILL.					
Woodrow Wilson Junior High	1968	6-8	608	1 half-time assistant principal 1 half-time dean of girls 28 teachers	None
SPRINGFIELD, ILL.					
Benjamin Franklin Middle	1968	6-8	942	1 assistant principal 2 full-time counselors 46 teachers 2 teacher aides	In general subjects.
Edison Middle	1968	6-8	1,099	1 assistant principal 2 full-time counselors 48 teachers	In some homerooms and general subjects; in grade 8 special subjects.
George Washington Middle	1968	6-8	920	1 assistant principal 2 full-time counselors 46 teachers	In special subjects.
Thomas Jefferson Middle	1968	6-8	1,050	1 assistant principal 2 full-time counselors 48 teachers 2 secretaries	None

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (*R=required; E=elective*)	Activities
7	8	9	10
Subject area teams (7-8) Interdisciplinary teams (7-8) Total departmentalization (6-8) Large and small group instruction (7-8) Flexible scheduling (7-8) Independent study (7-8) Individualized instruction (7-8)	English (7-8) Math (7-8) Science (7-8) Social studies (7-8)	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8)	Intramural sports, student government, band, chorus, dramatics (6-8); student publications (7-8); interschool sports (8). Clubs: In subject areas, career (6-8); journalism (7-8).
Subject area teams (7-8) Interdisciplinary teams (6-8) Total departmentalization (6-8) Large group instruction (7-8) Flexible scheduling (6-8) Independent study (7)	Industrial arts (6-8) Social studies (6-8)	Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) Reading (R,6-8) Library science (R,6-8)	Intramural sports, student publications, student government, band, chorus, dramatics (6-8).
Subject area teams (6-8) Partial departmentalization (6-7) Total departmentalization (8) Large and small group instruction (6-8) Individualized instruction (6-8)	Science (6-8) Language arts/social studies (6-7)	Art (R,6-7; E,8) Music (R,6-8) Industrial arts (R,6-7; E,8) Home economics (R,6-7; E,8) Physical education and health/safety (R,6-8) French (R,7; E,8) Spanish (R,6; E,8)	Intramural sports, student government, band, chorus (6-8); interschool sports (7-8). Clubs: Boys gourmet, radio listeners, travel, Y-Teens.
Subject area teams (8) Partial departmentalization (6-7) Total departmentalization (8)	English (8)	See Benjamin Franklin Middle above	Intramural sports, student government (6-8); interschool sports (7-8); student publications, band (8). Clubs: Y-Teens (6-8); journalism, cheerleaders (8).
Total departmentalization (6-8) Tutorial programs (6-8)	None	Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) French (R,7; E,8) Spanish (R,6; E,8) Art, industrial arts, home economics, foreign language--must elect one for one quarter each year.	Interschool and intramural sports, band (6-8); chorus (7-8).
Subject area teams (6) Total departmentalization (8) Flexible scheduling (7)	Language arts (6) Social studies (6) Math (6) Science (6)	See George Washington Middle above	Intramural sports, student government, band (6-8); interschool sports, student publications, chorus, dramatics (7-8). Clubs: Library assistants, home economics (6-8); office assistants (7-8).

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
SPRINGFIELD, ILL. (Continued) U. S. Grant Middle	1968	6-8	970	1 assistant principal 2 full-time counselors 48 teachers	In one general subject class in each grade.
HAMMOND, IND. Oliver P. Morton Middle	1967	6-8	1,105	1 assistant principal 3 full-time counselors 59 teachers 1 nurse	In grade 7 and 8 general subjects.
KOKOMO-CENTER SCHOOL CORPORATION, IND. (Kokomo)[e] Bon Air Middle	1968	6-8	461	1 assistant principal 2 full-time counselors 1 part-time counselor 25 teachers	In special subjects.
Lafayette Park School	1968	6-8	478	1 assistant principal 1 part-time counselor 24½ teachers	None
Maple Crest School	1968	6-8	567	1 assistant principal 26 teachers	None
Pettit Park Middle	1968	5-7	227	2 part-time counselors 13 teachers	In special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Subject area team (7) Partial departmentalization (6-7) Total departmentalization (8)	English (one grade 7 class)	Art (R,6-7) Music (R,6-8) Industrial arts (R,6-7) Home economics (R,6-7) Physical education (R, 6-8) French (R,7; E,8) Spanish (R,6; E,8)	Interschool and intramural sports, band, chorus (6-8).
Subject area teams (7-8) Partial departmentalization (6) Total departmentalization (7-8) Individualized instruction (6-8) Tutorial programs (6-8)	General science (7-8)	Art (R,6-8) Music (R,6-8) Industrial arts (R,6-7; E,8) Home economics (R,6-7; E,8) Physical education (R, 6-8) French, German, or Spanish (R,7; E,8)	Interschool sports, student government, student publications, band, chorus, dramatics (6-8). Clubs: Not enumerated.
Partial departmentalization (6-8)	None	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,6-8; E,8) Home economics (R,6-8; E,8) Physical education and health/safety (R,6-8) Algebra (E,8) Science (E,8) Band (E,6-8)	Interschool sports, student publications, student government, band, dramatics (6-8); chorus (8). Clubs: 21 different clubs meet during activity periods.
Partial departmentalization (6-8) Flexible scheduling (6-8)	None	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,6-8; E,8) Home economics (R,6-8; E,8) Physical education and health/safety (R,6-8)	Interschool sports, student publications, student government, band, chorus, dramatics (6-8). Clubs: 28 different clubs meet during activity periods.
Subject area teams (6-8) Total departmentalization (6-8)	Practical arts (6-8)	See Lafayette Park School above.	Interschool and intramural sports, student government, band, chorus, dramatics (6-8).
Subject area teams (6) Partial departmentalization (5-7) Small group instruction (5-7)	Practical arts (6)	Art (R,5-7) Music (R,5-7) Industrial arts (R,7) Home economics (R,7) Physical education and health/safety (R,5-7) Practical arts (R,6)	Intramural sports, student government, band, chorus, dramatics (5-7); interschool sports, student publications (6-7). Clubs: Various clubs meet during activity periods.

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
KOKOMO-CENTER SCHOOL CORPORATION, IND. (Continued)					
Sycamore Middle	1968	6-8	472	1 assistant principal 24 teachers 2 teacher aides	In special subjects.
Washington Middle	1967	6-7	289	16 teachers	None
LAFAYETTE PARISH, LA. (Lafayette)					
Lafayette Elementary	1954	4-8[f]	1,108	1 assistant principal 1 full-time counselor 44 teachers 1 teacher aide	None
L. J. Alleman School	1967	4-8[f]	1,195	1 assistant principal 1 full-time counselor 47 teachers 1 library aide 1 secretary	40% of grade 7 and 8 students, in no more than two subjects.
Paul Breaux Elementary	1967	3-8[f]	1,153	1 assistant principal 1 full-time counselor 49 teachers 3 teacher aides	In homerooms and general subjects.
CARROLL COUNTY, MD.					
Mount Airy Middle, Mount Airy	1967	6-8	437	1 half-time assistant principal 1 part-time counselor 23 teachers	In general subjects.
New Windsor Middle, New Windsor	1967	6-8	227	1 part-time counselor 11.7 teachers	In grades 6-8 general subjects; in grade 6 special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (R=*required;* E=*elective)*	Activities
7	8	9	10
Partial departmentalization (6-8)	None	See Lafayette Park School above.	Interschool sports, student government, student publications, band, chorus, dramatics (6-8). Clubs: Not enumerated.
Partial departmentalization (6) Total departmentalization (7)	None	Art (R,6-7) Music (R,6-7) Industrial arts (R,6-7) Home economics (R,6-7) Physical education and health/safety (R,6-7)	Interschool and intramural sports, student publications, student government, band, chorus (6-7). Clubs: Industrial arts, art, science, knitting, Y-Teens.
Self-contained classrooms (5-6) Total departmentalization (7-8) Small group instruction (5-8)	None	Art (R,5-6; E,7) Music (R,5-6; E,7-8) Industrial arts (E,7-8) Home economics (E,8) Physical education and health/safety (R,5-8) French (E,7-8)	Band (6-8); chorus (7-8); intramural sports (8); dramatics (7). Club: 4-H (5-8).
Self-contained classrooms (5-6) Total departmentalization (7-8)	None	Music (R,5; E,6-8) Physical education and health/safety (R,5-8) French (E,5-8) Journalism (E,7-8) Speech (E,7-8) Arts and crafts (E,7-8) Enrichment elective (R, 7-8; student may choose from 11 courses)	Interschool sports, band (5-8); chorus (6-8); student publications (8). Clubs: 4-H (5-8); library (7-8).
Self-contained classrooms (5-6) Total departmentalization (7-8) Small group instruction (5-6) Flexible scheduling (5-6)	None	Art (R,5-6) Music (R,5-6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,5-8)	Intramural sports, student government, band, chorus, dramatics (7-8). Clubs: Boy Scouts, Girl Scouts, 4-H.
Interdisciplinary teams (6-8) Total departmentalization (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Independent study (6-8) Individualized instruction (6-8)	Math/language arts/ social studies (6) Math/language arts/ social studies/ science (7-8)	Typing (E,6-8) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8)	Intramural sports, band, chorus, dramatics (6-8); interschool sports (7-8). Clubs: Variety of activities offered in special interest classes.
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Small group instruction (6-8) Flexible scheduling (6-8) Tutorial programs (6-8)	Social studies (6) Language arts (7-8)	Art (R,6-8) Music (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) Health/safety (R,7-8) Arts and crafts (R,6)	Intramural sports, student government, band, chorus, dramatics (6-8); interschool sports (7-8).

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
CARROLL COUNTY, MD. (Continued)					
Sykesville Middle, Sykesville	1967	5-8	811	1 assistant principal 1 full-time counselor 1 half-time counselor 35 teachers 1 teacher aide	In math and English.
Taneytown Middle, Taneytown	1968	6-8	455	1 assistant principal 1 full-time counselor 19 teachers 1 full-time librarian	In general subjects.
HARFORD COUNTY, MD.					
Havre de Grace Middle, Havre de Grace	1967	5-8	735	1 assistant principal 1 full-time counselor 40 teachers	In grade 8 algebra. Other classes grouped for high to low average or low average to low.
HOWARD COUNTY, MD.					
Clarksville Middle, Clarksville	1966	6-8	620	1 assistant principal 1 full-time counselor 1 part-time counselor 28½ teachers	In general subjects.
Ellicott City Middle, Ellicott City	1965	6-8	728	1 assistant principal 2 part-time counselors 32 teachers	In general subjects.
Glenwood Middle, Glenwood	1967	6-8	696	1 assistant principal 2 full-time counselors 32½ teachers	None

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Subject area teams (6-8) Self-contained classrooms (5) Partial departmentalization (6) Total departmentalization (7-8) Large group instruction (5-8) Small group instruction (7-8) Flexible scheduling (5-8) Independent study (5-8)	Math (6-8) Science (grades not reported) Social studies (7-8)	Art (R,5-7; E,8) Music (R,5-7; E,8) Industrial arts (R,6-7) Home economics (R,6-7) Physical education (R, 5-8) Health/safety (R,6-8) French (E,8) Public speaking (R,6-8) Corrective reading (R, 5-8) Band (E,5-8)	Intramural sports, student publications, student government, chorus, band (5-8); interschool sports, dramatics (8).
Total departmentalization (6-8) Large group instruction (6-8) Block-of-time scheduling (6-8) Independent study (6-8) Individualized instruction (6-8) Tutorial programs (6-8)	None	Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8)	Intramural sports, student publications, student government, band, chorus, dramatics (6-8). Clubs: Chess, bridge, science, knitting, crocheting, audio-visual, model.
Subject area teams (5-8) Interdisciplinary teams (7-8) Self-contained classrooms (5-6) Total departmentalization (7-8) Flexible scheduling (5-8) Independent study (5-8) Tutorial programs (5-8)	Reading (5-6) Industrial arts (5-6) Social studies/English (7-8) Physical education (5-8)	Art (R,5-8) Music (R,5-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,5-8)	Intramural sports, student publications, student government, band, chorus (5-8); dramatics (7-8). Clubs being formed; plan at least 10.
Interdisciplinary teams (6) Partial departmentalization (6) Total departmentalization (7-8) Small group instruction (6-8) Flexible scheduling (6-8) Individualized instruction (6-8) Independent study (8)	Language arts/math/science/social studies (6)	Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) French (E,7-8) Band (E,6-8)	Intramural sports, student publications, student government, band, chorus, dramatics (6-8). Clubs: Fit It, art leather, French, science (6-8).
Subject area teams (6) Partial departmentalization (6) Total departmentalization (7-8) Independent study (6-8)	Language arts (6) Social studies (6) Reading (6) Science (6) Math (6)	Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health (R,6-8) French (E,7-8)	Intramural sports, student government, band, chorus (6-8).
Subject area teams (6-8) Interdisciplinary teams (7) Partial departmentalization (6) Total departmentalization (7-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Independent study (6-8) Individualized instruction (7-8)	Social studies (6-8) English (7-8) Science (6-8) Math (6-8)	Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) Health/safety (R,6) French (E,7-8) Band (E,6-8)	Intramural sports, student publications, student government, band (6-8); chorus (7-8).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
HOWARD COUNTY, MD. (Continued)					
Mt. Hebron Middle, Ellicott City	1966	6-10[g]	700 in middle; 362 in high[g]	1 assistant principal 2 full-time counselors 1 part-time counselor 48 teachers in 6-10 (some teach in both middle and high)	In general and special subjects.
Waterloo Middle, Baltimore	1966	6-8	730	1 assistant principal 2 full-time counselors 34 teachers	In some general subjects.
MONTGOMERY COUNTY, MD.					
William H. Farquhar Middle, Olney	1968	5-7 (5-8 in 1969)	687	1 assistant principal 1 full-time counselor 35 teachers 4 teacher aides	None
BOSTON, MASS.					
Frank V. Thompson Middle	1967	6-8	Not reported	3 assistant principals 1 full-time counselor 1 teacher aide	In homerooms, general and special subjects.
John W. McCormack Middle	1967	4-8[h]	900	4 assistant principals 2 full-time counselors Number of teachers not reported	In some homerooms, general and special subjects.
Martin Luther King, Jr. Middle	1967	6-8	600	4 assistant principals 3 full-time counselors 39 teachers	In general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Partial departmentalization (6-8)	None	Art (R,6-8) Music (R,6-8) Industrial arts (R,7-8) Home economics (R,6-8) Physical education R, 6-8) French (E,7-8)	Intramural sports, student publications, student government, band, chorus (6-8). Clubs: FTA, future homemakers, science, chess, Civil War, bridge, drama, and others.
Subject area team (6) Interdisciplinary teams (7) Self-contained classrooms (6) Partial departmentalization (7) Total departmentalization (8) Flexible scheduling (6-8) Independent study (7-8) Tutorial programs (6-8)	Language arts/reading/social studies (7) Reading (6)	Art (E,7-8) Music (E,7-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) Health (R,6) French (E,7-8)	Intramural sports, student publications, student government, band, chorus, dramatics (6-8). Clubs: Chess, bridge, golf, social dancing, crafts, science, math, French.
Interdisciplinary teams (5-7) Partial departmentalization (5-7) Large and small group instruction (5-7) Flexible scheduling (5-7) Independent study (5-7) Individualized instruction (5-7)	Math/science/social studies/language arts (5-7)	Art (R,5-7) Music (R,5-7) Industrial arts (R,5-7) Home economics (R,5-7) Physical education (R, 5-7) French (E,7)	Student government, student publications, band (5-7).
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Large and small group instruction (6-8) Tutorial programs (6-8)	Foods (6-8) Reading (6-8)	Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) French (E,6-8) Russian (E,6-8)	Student government, chorus (6-8); interschool and intramural sports (7-8). Clubs: Chess, chef's, current events.
Subject area teams (5) Partial departmentalization (5-6) Total departmentalization (7-8) Large group instruction (5-6) Small group instruction (5-8) Independent study (7-8) Individualized instruction (5-6) Tutorial programs (5-6)	Mathematics (5) English (5)	Art (R,5-8) Music (R,5-8; E,5) Industrial arts (E,5; R,7-8) Home economics (E,5; R,7-8) Physical education and health/safety (R,5-8) French (E,7-8)	Student publications, student government, chorus (5-8); intramural sports (5-6); interschool sports, band (7-8). Many clubs.
Subject area teams (6-8) Interdisciplinary teams (6-8) Partial departmentalization (6-8) Small group instruction (6-8) Flexible scheduling (6-8) Individualized instruction (6-8)	English (6-8) Social studies (6-8) Mathematics (6-8)	Art (E,6-8) Music (E,6-8) Industrial arts (E,6-8) Home economics (E,6-8) Physical education (R, 6-8) French (E,6-8) Spanish (E,6-8) Science (E,6-8)	Interschool sports, student government, student publications, dramatics (6-8). Clubs: Art, photography, black history, heritage, glee, book, charm, debating, French, industrial design, science.

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
FALL RIVER, MASS.					
John J. McDonough School	1966	5-8	275	1 assistant principal 1 part-time counselor 15 full-time teachers 5 part-time teachers 1 teacher aide	In homerooms, general and special subjects.
BAY CITY, MICH.					
Adam Kolb Intermediate	1955	6-8	596	25 teachers	None
Linsday Intermediate	1950	5-8	495	23 teachers	In general subjects.
MacGregor Intermediate	1950	5-8	552	1 part-time counselor 25 teachers 1 teacher aide	In grade 5 and 6 reading and math; in some grade 7 and 8 special subjects.
McAlear Sawden Intermediate	1963	6-8	572	4 part-time counselors 29 teachers	In grade 7 and 8 general subjects.
Washington Intermediate	1960	6-8	908	1 assistant principal 39 teachers	In grade 6 reading; in grade 7 and 8 math.
GRAND RAPIDS, MICH.					
West Middle	1968	7-9[b]	1,560	2 assistant principals 4 full-time counselors 75 teachers 12 teacher aides	None

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (R=*required*; E=*elective*)	Activities
7	8	9	10
Partial departmentalization (5-8)	None	Art (R,5-8) Music (R,5-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,5-8)	Intramural sports, band (5-8); student publications (7-8).
Self-contained classrooms (6-8) Small group instruction (6-8) Independent study (7-8)	None	Art (R,6-8) Instrumental music (E, 7-8) Vocal music (R,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8)	Intramural sports (6-8); interschool sports, band (7-8); student publications, chorus (8). Clubs: Science, art (7-8).
Self-contained classrooms (5-6) Total departmentalization (7-8) Small group instruction (8)	None	Art (R,5-8) Music (R,5-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 5-8) Orientation (R,6,8)	Student publications, student government, band (5-8); intramural sports (5-6); interschool sports, chorus (7-8). Clubs: Boy Scouts, Girl Scouts (5-8); Campfire Girls (5).
Partial departmentalization (5-6) Total departmentalization (7-8) Flexible scheduling (5-8) Tutorial programs (5-8)	None	Art (R,7-8) Music: choral and appreciation (R,5-6; E,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 5-8) Health/safety (R,5-6) Instrumental music (E, 6-8)	Intramural sports, student government (5-8); interschool sports, band, chorus (7-8); student publications (8). Club: Service squad (6-8).
Partial departmentalization (6) Total departmentalization (7-8) Flexible scheduling (7-8)	None	Art (R,6-8) Music (R,6-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8)	Student government, band, dramatics (6-8); interschool sports, student publications (7-8); intramural sports, chorus (6). Clubs: Library, help (6-8); Future Teachers (8).
Self-contained classrooms (6) Total departmentalization (7-8) Individualized instruction (6-8)	None	Art (R,6-8) Music (R,6,8; E,7) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8) Health/safety (R,7-8)	Intramural sports, student government, student publications, band (6-8); interschool sports, chorus (7-8). Clubs: Ushers, service squad, art, drama, (6-8).
Subject area teams (8) Interdisciplinary teams (7-8) Partial departmentalization (7) Total departmentalization (8) Large and small group instruction in grade 8 humanities	Humanities--American culture (8)	Art (R,7-8) Music (R,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R,7-8) Reading (R,7) Speech (R,8 for boys)	Interschool and intramural sports, student publications, student government, band, chorus (7-8). Clubs: Y-Teens, home economics, chess.

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
GROSSE POINTE, MICH. Brownell Middle	1968	6-8	924	2 assistant principals 3 full-time counselors 46 teachers	None
Parcells Middle	1968	6-8	947	2 part-time assistant principals 3 part-time counselors 49 teachers	None
Pierce Middle	1968	6-8	870	2 assistant principals 3 full-time counselors 42½ teachers	None
PORT HURON, MICH. Chippewa Intermediate	1962	6-8	660	2 full-time counselors 32 teachers	In grade 7 and 8 homerooms and general subjects.
Fort Gratiot Intermediate	1962	6-8	600	1 full-time counselor 26 teachers 1½ secretaries	In some grade 7 and 8 special subjects.
Garfield Intermediate	1962	6-8	400	2 full-time counselors 25 teachers	In grade 7 and 8 homerooms and general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices 7	Subjects taught by teams 8	Special subjects (*R=required; E=elective* 9	Activities 10
Subject area teams (6-8) Interdisciplinary teams (6-8) Partial departmentalization (6-8) Large group instruction (8) Flexible scheduling (6) Independent study (8) Individualized instruction (8) Tutorial programs (6-8)	English (6-8) Social studies (6-8) Physical education (6-8) Math (6)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) Health/safety (R,6) French (E,6-8)	Intramural sports, student government, band, chorus (6-8); interschool sports, student publications (7-8). Clubs: Camera, bowling (6-8); Red Cross (8).
Subject area teams (6-8) Interdisciplinary teams (6-8) Partial departmentalization (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Independent study (6-8) Pilot program in continuous learning (6-8)i/	English (6-8) Social studies (6-8) Mathematics (6-8) Science (6-8)	See Brownell Middle above.	Intramural sports, student government, chorus (6-8); student publications, band (7-8); interschool sports (8). Clubs: Photography, stage crew, Junior Red Cross.
Interdisciplinary teams (7-8) Self-contained classrooms (6) Partial departmentalization (7-8) Large group instruction (6-8) Small group instruction (7-8) Flexible scheduling (6-8) Independent study (7-8) Individualized instruction (7-8)	English/math/social studies (7-8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) French (E,6-8)	Intramural sports, student government, student publications, band, chorus, dramatics (6-8); interschool sports (7-8). Clubs: Science, photography, chess (6-8).
Self-contained classrooms (6) Total departmentalization (7-8) Flexible scheduling (6-8)	None	Art (R,6-7; E,7-8) Music (R,6-7; E,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 7-8) Spanish (R,6; E,7-8) Journalism (E,7-8) Literature (E,7-8) Current events (E,7-8) Guidance (E,7-8)	Intramural sports, student government, band, chorus (6-8); interschool sports, student publications (7-8). Clubs: Junior Red Cross (6-8); industrial arts, pep (7-8).
Subject area teams (7-8) Partial departmentalization (6) Total departmentalization (7-8)	Physical education (7-8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (E,7-8; R,8) Home economics (E,7-8; R,8) Physical education (R, 6-8) Health/safety (R,8) Spanish (R,6; E,7-8) Speech and drama (E,8)	Intramural sports, student government, band (6-8); interschool sports, chorus (7-8); dramatics (8). Clubs: Girls athletic, boys athletic, science (7-8).
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Small group instruction (6-8)	Not reported	Art (R,6-7; E,8) Music (R,7; E,8) Industrial arts (R,7; E, 8) Physical education and health/safety (R,7-8) Spanish (R,6)	Intramural sports, student government, band (6-8); interschool sports, student publications, chorus, dramatics (7-8). Clubs: Junior Red Cross (6); pep, science (7-8).

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
PORT HURON, MICH. (Continued)					
Howard D. Crull Intermediate	1966	6-8	501	2 part-time counselors 23 teachers 2 teacher aides	One class per grade--academically talented.
Kimball Intermediate	1962	6-8	520	2 full-time counselors 24 teachers	In grade 6 homerooms.
Washingto[illegible] Intermediate	1962	6-8	717 full-time 144 part-time i/	3 full-time counselors 37 teachers	In grade 6 math and reading.
ST LOUIS, MO.					
Blow Middle	Not reported	6-8	387	15 teachers	None
Enright Middle	1963	7-8	1,264	2 administrative assistants 3 full-time counselors 51 teachers 4 teacher aides	None
Turner Middle	1961	7-8	595	1 administrative assistant 2 full-time counselors 27 teachers 3 teacher aides	None

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (R=*required;* E=*elective)*	Activities
7	8	9	10
Subject area teams (7-8) Self-contained classrooms (6) Total departmentalization (7-8) Small group instruction (6-8)	Coed physical education and health (7-8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,7; E,8) Home economics (R,7; E,8) Physical education (R, 6-8) Health/safety (R,7-8) Spanish (E,7-8) Band (E,6-8)	Intramural sports, student publications, student government, band, chorus (6-8); interschool sports (7-8). Clubs: Ski, chess, library (6-8).
Partial departmentalization (6) Total departmentalization (7-8)	None	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,7; E,8) Home economics (R,7; E,8) Physical education (R, 6-8) Spanish (R,6; E,7-8) Literature (R,7-8) Speech (E,8) Library science (E,7-8)	Student government, band, chorus (6-8); interschool and intramural sports (7-8); student publications (8). Club: Pep (6-8).
Self-contained classrooms (6) Partial departmentalization (7-8)	None	Art (R,6-7; E,8) Music (R,7; E,8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R,7; E,8) Spanish (R,6) Literature (E,8) Journalism (E,8) Band (E,6-8)	Intramural sports, student government, student publications, band (6-8); interschool sports (7-8); chorus (8). Clubs: Photography, chess, dance (6-8).
Self-contained classrooms (6-8)	None	Art (R,6) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8)	Interschool and intramural sports, student government, band (6-8); chorus (7).
Partial departmentalization (7-8)	None	Art (R,7-8) Music (R,7-8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 7-8)	Interschool and intramural sports, student government, student publications, band, chorus (7-8).
Partial departmentalization (7-8)	None	See Enright Middle above.	Interschool and intramural sports, student publications, student government, band, chorus, dramatics (7-8). Clubs: Not enumerated.

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
CAMDEN, N. J. Davis School	1968	6-8[k/]	993 in K-8	1 dean of students 1 full-time counselor 1 part-time counselor 44½ teachers 2 teacher aides	In all homerooms and general subjects; in grades 7 and 8 special subjects.
ALBUQUERQUE, N. MEX. Adams Junior High	1966	6-8	1,109	2 full-time counselors 38½ teachers 1 librarian	In grade 7 and 8 special subjects.
Ernie Pyle School	1966	6-8	1,102	2 full-time counselors 40 teachers 1 librarian	In homerooms and general subjects.
Harrison Junior High	1960	6-9[b/]	922	3 full-time counselors 32½ teachers 1 librarian	In grade 7 and 8 general subjects.
Polk Junior High	1967	6-9[b/]	683	1 full-time counselor 25 teachers	In general and special subjects.
BUFFALO, N. Y. Fillmore Middle	1967	6-8	897	2 assistant principals 3 full-time counselors 59.7 teachers 4 teacher aides	One honors class per grade.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Partial departmentalization (6) Total departmentalization (7-8) Tutorial programs (6-8)	None	Typing (R,7) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) French or Spanish (R,7; E,8)	Intramural sports, student government, band, chorus (6-8). Clubs: Library, A-V aids (6-8).
Subject area teams (7) Partial departmentalization (6) Total departmentalization (7-8)	Studies in World Culture (7)	Art (R,6-7; E,8) Music (R,6-7) Industrial arts (R,7; E,8) Home economics (R,7; E,8) Physical education and health/safety (R,6-8) Spanish (E,7-8)	Intramural sports, student government, band (6-8); chorus (6-7).
Total departmentalization (6-8) Small group instruction (8) Flexible scheduling (6-8) Tutorial programs (6-8)	None	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,6-7; E,8) Home economics (R,6-7; E,8) Physical education (R, 6-8) Spanish (E,8)	Intramural sports, band, chorus, dramatics (6-8); student publications (8). Clubs: Honor society, skating club, boys outdoor club, Y-Teens.
Subject area teams (7-8) Self-contained classrooms (6) Partial departmentalization (7-8)	Language arts (7-8) Social studies (7-8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,7; E,8) Home economics (R,7; E,8) Physical education (R, 6-8) Health/safety (R,7; E,8) Spanish (E,7-8)	Student publications, student government, band, chorus (6-8); interschool sports (7-8); intramural sports (6); dramatics (8). Clubs: Stamp (6-8), wrestling (7-8).
Subject area teams (6-8) Interdisciplinary teams (8) Self-contained classrooms (6) Partial departmentalization (7) Total departmentalization (8) Small group instruction (8) Independent study (6)	Science (6-8) Language arts (6-8)	Art (R,6) Music (R,7-8) Industrial arts (E,8) Home economics (E,8) Physical education (E, 6-7; R,8) Spanish (E,7-8)	Intramural sports, student government, band, chorus (6-8); interschool sports, student publications (8). Clubs: Y-Teens, rodeo, science, journalism.
Partial departmentalization (6) Total departmentalization (7-8) Individualized instruction (6-8) Tutorial programs (6-8)	None	Typing (R,8) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) Conversational French (E,6-8)	Interschool and intramural sports, student government, student publications, band, chorus, dramatics (6-8). Clubs: Chess, safety patrol, Junior Red Cross (6-8).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
NEW YORK, N. Y.[1] Albert Einstein Intermediate, Bronx	1966	6-8	1,700	6 assistant principals 5 part-time counselors 104 teachers 12 teacher aides 1 programmer librarians (number not reported)	In homerooms, general and special subjects.
Leonardo da Vinci Intermediate. Corona	1966	6-8	2,160	5 assistant principals 1 administrative asst. 1 chairman, department of science 5 full-time counselors 113 teachers 11 teacher aides 2 teachers of library 2 lab specialists	None
O. Henry Intermediate	1966	6-9[b]	1,261	5 assistant principals 4 full-time counselors 89 teachers 6 teacher aides	In some general subjects.
Springfield Gardens Intermediate, Queens	1966	6-8	1,601	4 assistant principals 5 full-time counselors 85 teachers 7 teacher aides	In English and math.
Walt Whitman Intermediate, Brooklyn	1965	6-8 (+ 9 sp)	1,550	4 assistant principals 5 full-time counselors 3 part-time counselors (social worker, psychiatrist, psychologist) 1 chairman of English 1 chairman of music 86 teachers 8 teacher aides	In homerooms, general and special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Interdisciplinary teams (6-8) Total departmentalization (6-8) Small group instruction (6-8) Tutorial programs (6-8)	Not reported	Typing (R,6-8) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) Spanish, French, or Italian (R,6-8) Humanities (R,6-8) Drama (R,6-8) Urban living (R,6-8)	Intramural sports, student publications, student government, dramatics (6-8); interschool sports, band, chorus (7-8).
Interdisciplinary teams (6) Partial departmentalization (6) Total departmentalization (7-8) Flexible scheduling (6-8)	English/math/social studies/science (6)	Typing (R,6-7) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) French, Spanish, or Italian (R,6-8)	Intramural sports, student publications, student government (6-8); band (7-8). Clubs: Graphic arts (7-8).
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Individualized instruction (6-8) Tutorial programs (6-8)	Social studies (6-8) Math (6-8)	Typing (R,6-8) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) Health/safety (R,7-8) French or Spanish (R,6; E,7-8) Spanish for Spanish-speaking pupils (R,6; E,7)	Student government, student publications, band, chorus, dramatics (6-8); intramural sports (8). Clubs: Leaders, dance, G.O.
Total departmentalization (6-8) Large group instruction (6-8)	None	Typing (R,6-7) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) French or Spanish (R,6-8)	Interschool and intramural sports, student publications, student government, band, chorus, dramatics (6-8).
Total departmentalization (6-8) Small group instruction--guidance counseling (6-8) Flexible scheduling (6-8) Individualized instruction (7-8)	None	Typing (R,6-8) Performing arts (R,6-8) Humanities (R,6-8) Music (E,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) French or Spanish (R, 6-8)	Intramural sports, student government, student publications, band, chorus, dramatics (6-8).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
NEW YORK, N.Y. (Continued) William J. Gaynor Intermediate, Brooklyn	1966	6-8	1,600	4 assistant principals 5 full-time counselors 4 chairmen (English, social studies, math, health education) 120 teachers 15 teacher aides	In general and special subjects.
William J. O'Shea Intermediate	1966	6-8	1,418	3 assistant principals 5 part-time counselors 4 chairmen (English, foreign languages, music, social studies) 93 teachers	In grades 6-8 math and language arts; in grades 7 and 8 science and social studies.
ALAMANCE COUNTY, N. C. Eli Whitney Middle, Graham	1968	6-8	230	9 teachers	None
Elon College Middle, Elon College	1968	6-8	442	18 teachers 3 teacher aides 1 secretary	In grade 6 reading; some grade 8 homerooms.
Graham Middle, Graham	1968	6-8	723	1 part-time counselor 27 teachers	In some grade 6 and all grade 7 and 8 homerooms, general and special subjects.
Mebane Middle, Mebane	1961	6-8	505	21 teachers 1 teacher aide	In general subjects.
WAYNE COUNTY, N. C. Greenwood Junior High, Goldsboro	1965	5-9	1,292	1 full-time counselor 49 teachers	In homeroom and general subjects, one group in each of grades 5-8.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (*R=required; E=elective*)	Activities
7	8	9	10
Subject area teams (6-8) Total departmentalization (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Closed-circuit TV (6-8) Individualized instruction (6-8) Tutorial programs (6-8)	Social science (6-8) Basic skills (English) (6-8) Humanities (6-8)	Typing (R,6-8) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) Spanish, French, or Italian (E,6-8)	Student government, student publications, band, chorus (6-8); intramural sports (7-8). Clubs: Math, chess (6-8).
Total departmentalization (6-8) Small group instruction (6-8) Flexible scheduling (6-8) Tutorial programs (6-8)	None	Typing (R,6-7) Art (R,6-8) Music (R,6-8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education and health/safety (R,6-8) Spanish or French (R,6; E,7-8)	Intramural sports, student government, student publications, band, chorus (6-8). Club: Math (6-8).
Subject area teams (8) Self-contained classrooms (6) Total departmentalization (7-8)	Language arts (8) Social studies (8)	Art (E,6-8) Physical education and health/safety (R,6-8)	Band, chorus, dramatics, student government (6-8); interschool sports (8). Clubs: Science, monogram (6-8).
Self-contained classrooms (6) Partial departmentalization (7-8) Tutorial programs (6-7)	None	Physical education and health/safety (R,6-8) Introduction to vocations (R,8)	Intramural sports, student government, student publications, band, chorus, dramatics (6-8); interschool sports (7-8). Club: Honor society (8).
Subject area teams (6) Partial departmentalization (6-8) Large and small group instruction (6-8) Flexible scheduling (6) Individualized instruction (6-8)	Social studies (6) Language arts (6)	Art (E,6; E and R, 8) Music (E and R,6-8) Physical education (R, 6-8) Health/safety (R,7-8)	Intramural sports, student government, band (6-8); interschool sports, chorus (7-8); student publications (8).
Interdisciplinary teams (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Independent study (6-8) Individualized instruction (6-8)	Not reported	Typing (E,6-8) Art (E,6-8) Music (R,6-8) Physical education and health/safety (R,6-8) Introduction to vocations (R,8)	Student government, band, chorus (6-8); interschool sports (7-8).
Subject area teams (5-6) Self-contained classrooms (5-6) Partial departmentalization (7-8) Total departmentalization (9) Block-of-time instruction (7-8)	Reading (5-6)	Art (R,5-8) Music (R,5-8) Industrial arts (E,9) Home economics (E,9) Physical education and health/safety (R,5-9) French (E,8-9) Spanish (E,9) Speech and creative writing (E,9) Reading Improvement (E,9) Algebra (E,9) World Geography (E,9)	Intramural sports, band (5-9); interschool sports, student government, chorus (7-9). Clubs: Library, pep (5-9); science (7-9); math (8-9); home economics, French, Spanish (9).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
PITTSBURGH, PA. Columbus Middle	1967	6-8	750	1 dean of students 1 coordinator of instruction 2 full-time counselors 40 teachers 5 teacher aides 1 librarian 1 resource room teacher	None
PROVIDENCE, R. I. Gilbert Stuart Junior High	In transition	6-8	930	1 assistant principal 3 full-time counselors 43 full-time teachers 3 part-time teachers 1 teacher aide 1 librarian	In some homerooms and general subjects.
Nathanael Greene Middle	1968	5-8	742	1 assistant principal 3 full-time counselors 1 part-time counselor 49 full-time teachers 3 part-time teachers 1 librarian	In some grade 7 and 8 homerooms, general and special subjects.
Oliver Hazard Perry Junior High	In transition	5-9	890	1 assistant principal 3 full-time counselors 1 part-time counselor 47 teachers 1 teacher aide 1 librarian	In homerooms, general and special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (*R=required; E=elective)*	Activities
7	8	9	10
Subject area teams (6-8) Interdisciplinary teams (6-8) Partial departmentalization (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Closed circuit TV (6-8) Independent study (6-8) Individualized instruction (6)	Social studies (6-8) Math and algebra (6-8) Language arts (6-8) Physical education (6-8) Science (7-8)	Exploratory--typing, home economics, industrial arts (R,7-8) Art (R,6-8; E,8) Music (R,6-8; E,8) Physical education and health/safety (R,6-8) German (E,6-8) French (E,6-8)	Intramural sports, student publications, student government, band, chorus, dramatics (6-8).
Interdisciplinary teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Small group instruction (7) Tutorial programs (6-8)	Not reported	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,6-7; E,8) Home economics (R,6-7; E,8) Physical education and health/safety (R,6-8) Latin (E,8) Science (R,6-8)	Intramural sports, student publications, student government, band, orchestra, chorus (6-8); dramatics (8).
Subject area teams (5) Interdisciplinary teams (5-6) Total departmentalization (5-8) Some large and small group instruction Some individualized instruction	Social studies (5)	Art (R,5-8) Music (R,5-8; E, grade 7 college prep) Industrial arts (R,5-8); E, grade 8 college prep) Home economics (R,5-8; E, grade 8 college prep) Physical education and health/safety (R,5-8) French (R,6 for all; R, 7-8 for college prep) Science (R,5-8) Social arts (R,7-8) Group guidance (R,5-8)	Intramural sports, student publications, student government, band, chorus (6-8); dramatics (7-8).
Self-contained classrooms (5) Total departmentalization (6-9)	None	Art (R,5-8; E,9) Music (R,5-7; E,8-9) Industrial arts (R,5-7; E,8-9) Home economics (R,5-7; E,8-9) Physical education and health/safety (R,5-9) French (E,8-9) Italian (E,9)	Intramural sports, student publications, student government, band, orchestra (5-9); interschool sports (7-9).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
PROVIDENCE, R. I. (Continued)					
Roger Williams Middle	1967	6-8	671	1 assistant principal 5 full-time counselors 45 teachers 1 teacher aide 1 librarian	In some homerooms, general and special subjects.
ANDERSON, S. C.					
Southwood Middle	1967	6-8	700	1 assistant principal 1 full-time counselor 1 part-time counselor 31 teachers 3 teacher aides	In grade 6 homerooms and all general subjects.
EL PASO, TEXAS					
Henderson Intermediate	1958	6-8	1,389	1 assistant principal 1 full-time counselor 62 teachers 3 clerical personnel	In homerooms, general and special subjects.
Ross Intermediate	1959	6-8	1,140	1 assistant principal 1 full-time counselor 55 teachers	In grade 8 general subjects.
FORT WORTH, TEXAS					
J. P. Elder Middle	1968	6-8	1,247	3 assistant principals 1 full-time counselor 1 part-time counselor 51 teachers 2 visiting teachers 1 teacher aide	In homerooms and general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Subject area teams (6-8) Total departmentalization (6-8) Independent study (6-8) Individualized instruction (6-8) Some interdisciplinary teams Some large and small group instruction	Social studies (6-8) Home economics (6-8) English (8)	Typing (R,6-7 and E,8 for college prep; R,8 for general) Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,6-7); E,8) Home economics (R,6-7; E,8) Physical education and health/safety (R,6-8) French (R,6-7 for college prep; E,8) Science (R,6-8) Social arts (R,6-8) Study skills center (E, 6-8) Problems of American Democracy (R,8)	Intramural sports, student publications, student government, band, orchestra, chorus (6-8); dramatics (8).
Interdisciplinary teams (6-8) Self-contained classrooms (6) Total departmentalization (7-8) Small group instruction (7-8) Tutorial programs (7-8)	Not reported	Art (E,6-8) Music (R,6; E,7-8) Industrial arts (E,8) Home arts (E,8) Physical education and health/safety (R,6-8)	Intramural sports, student government (6-8); band, chorus (7-8); student publications (8). Clubs: Art, math, music, science, dramatics, library, journalism, homemakers, athletics.
Total departmentalization (6-8)	None	Art (R,6; E,7-8) Music (R,6; E,7-8) Physical education and health/safety (R,6-8) Spanish (R,6; E,7-8) Speech (R,7-8)	Intramural sports, student government, band, chorus (6-8); interschool sports, student publications (7-8). Club: Dramatics (8).
Partial departmentalization (6) Total departmentalization (7-8)	None	Art (R,6; E,7-8) Music (R,6; E,7-8) Physical education and health/safety (R,6-8) Spanish (R,6; E,7-8) Band (E,6-8) Orchestra (E,6-8)	Student government, band, orchestra (6-8); interschool sports, chorus (7-8). Clubs: National Junior Honor Society (7-8); science (8).
Subject area teams (6-8) Partial departmentalization (6-8) Small group instruction (6-8) Tutorial programs (6-8)	Math (6-8) English (6-8) Science (6-8) Social studies (6-8)	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) Spanish (R,6-7; E,8) Auto shop (E,8) Cosmetology (E,8)	Intramural sports, student publications, band, chorus (6-8); interschool sports, student government, dramatics (8). Clubs: Spanish, science (8).

School system and name of middle school 1	First year operated 2	Grades included 3	Number of students 4	Number of staff positions (other than principal) 5	Ability grouping 6
FORT WORTH, TEXAS (Continued)					
Leonard Middle	1968	6-8	1,085	2 assistant principals 1 full-time counselor 36½ teachers 5 teacher aides 1 librarian	In special subjects.
Riverside Middle	1968	6-8	980	1 assistant principal 1 intern assistant principal 1 full-time counselor 38 teachers 1 teacher aide	In some general subjects.
W. A. Meacham Middle	1968	6-8	920	2 assistant principals 1 full-time counselor 35 teachers 1 teacher aide	In some general subjects.
GOOSE CREEK SCHOOL DISTRICT, TEXAS (Baytown)					
Baytown Junior School	1967	6-8	896	2 full-time counselors 37 teachers	In special subjects.
Highlands Junior School	1966	6-8	640	2 full-time counselors 28 teachers 1 librarian	In general subjects.
Horace Mann Junior School	1966	6-8	780	2 full-time counselors 36 teachers	In general and special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES (*and grades to which appliable*)			
Instructional practices	Subjects taught by teams	Special subjects (*R=required; E=elective*)	Activities
7	8	9	10
Subject area teams (6-8) Total departmentalization (6-8) Large and small group instruction (6-8) Flexible scheduling (6-8) Independent study (6-8) Individualized instruction (6-8)	Social studies (6-8) Reading and spelling (6-8) English (6-8) Language arts (6-8) Spanish (6-8) Science (6-8) Math (6-8) Physical education (6-8) Industrial arts (6-8)	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education (R, 6-8) Health/safety (R,6) Spanish (R,6; E,7-8) Speech (E,8)	Intramural sports, student government, band, chorus (6-8); interschool sports (7-8). Clubs: Spanish, Junior Red Cross (6-8); speech (8).
Partial departmentalization (6) Total departmentalization (7-8) Large group instruction (6) Small group instruction (7-8) Independent study (6-8) Individualized instruction (6-8)	None	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) Spanish (E,8)	Intramural sports, band, chorus (6-8); interschool sports (7-8). Club: Y-Teens.
Total departmentalization (6-8)	None	Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,6-8) Spanish (E,6-8)	Intramural sports, student government, band (6-8); interschool sports (7-8). Clubs: Y-Teens, Junior Red Cross (6-8); science (7-8).
Subject area teams (8) Partial departmentalization (6-7) Total departmentalization (8)	Social studies (8) Science (8)	Typing (E,7-8) Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Physical education (R, 6-8) Health/safety (R,7) French (E,7-8) Spanish (R,6; E,7-8)	Student government, band (6-8); interschool sports, chorus (7-8).
Partial departmentalization (6-7) Total departmentalization (8)	None	Typing (E,7-8) Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education (R, 6-8) Health/safety (R,7) Spanish (R,6; E,7-8) French (E,7-8) Speech (R,6; E,7-8)	Intramural sports, student government, band, chorus (6-8); interschool sports (7-8).
Partial departmentalization (6) Total departmentalization (7-8) Small group instruction (6-8)	None	Typing (E,7-8) Art (R,6; E,7-8) Music (R,6; E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education (R,6-8) Health/safety (R,7) Spanish (R,6; E,7-8) French (E,7-8)	Intramural sports, student government, band, chorus, dramatics (6-8); interschool sports, student publications (7-8).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
HARLANDALE SCHOOL DISTRICT, TEXAS (San Antonio) Kingsborough Junior High	1968	6-8	372	1 assistant principal 1 full-time counselor 17 teachers 1 librarian	In grade 6 homerooms and general subjects.
PASADENA, TEXAS Beverly Hills Intermediate, Houston	1964	5-8	1,015	1 assistant principal 1 full-time counselor 40 teachers	In grade 6-8 special subjects.
Park View Intermediate	1965	6-8	1,060	1 assistant principal 1 full-time counselor 41 teachers	In special subjects.
Queens Intermediate	1962	6-8	1,035	1 assistant principal 1 full-time counselor 38 teachers	In general and special subjects.
San Jacinto Intermediate	1963	6-8	1,040	1 assistant principal 1 full-time counselor 43 teachers	In general and special subjects.
South Houston Intermediate, South Houston	1965	6-8	1,230	1 assistant principal 1 full-time counselor 60 teachers	In general subjects.
Southmore Intermediate	1964	6-8	1,356	1 assistant principal 1 full-time counselor 51 teachers 1 librarian	In general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Total departmentalization (6-8)	None	Art (E,7-8) Music (E,7-8) Physical education and health/safety (R,6-8) Band (E,7-8)	Interschool and intramural sports, chorus, dramatics (6-8); band (7-8). Clubs: Science, library, honor society (6-8).
Subject area teams (8) Self-contained classrooms (5) Partial departmentalization (6-7) Total departmentalization (8) Closed-circuit TV (5-8) Individualized instruction (5-8)	American history (8)	Art (R,5-7; E,8) Music (R,5-6; E,7-8) Physical education and health/safety (R,6-8) Spanish or French (R,6; E, 7-8) Speech (E,8)	Student publications, band, chorus (6-8); interschool sports (7-8); intramural sports (6); dramatics (8). Clubs: Art, Spanish, French (6-8).
Subject area teams (6) Partial departmentalization (6-7) Total departmentalization (8) Closed-circuit TV (6-8) Individualized instruction in basic classes and nongraded learning laboratory	Language arts (6) Social studies (6)	Art (R,6-7; E,8) Music (R,6-7; E,8) Physical education and health/safety (R,6-8) French or Spanish (R,6; E,7-8)	Intramural sports, band, chorus (6-8); interschool sports (7-8); student publications, dramatics (8).
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Large and small group instruction (6-8) Closed-circuit TV (6-8)	Social studies (6-8) Health (6-8) Science (8)	See Park View Intermediate above; also offers electives in speech and algebra in grade 8.	See Park View Intermediate above.
Subject area teams (8) Partial departmentalization (6) Total departmentalization (7-8) Closed-circuit TV (6-8)	History (8)	See Park View Intermediate above.	Intramural sports, band (6-8); interschool sports, chorus (7-8); student publications, dramatics (8). Club: Spanish (8).
Subject area teams (6-8) Partial departmentalization (6-7) Total departmentalization (8) Large and small group instruction (6-8) Flexible scheduling (6-8) Closed-circuit TV (6-8) Independent study (6-8) Individualized instruction (6-8) Tutorial programs (6-8)	Health and physical education (6-8) Music and choir (6-8) Orchestra (6-8) Science (6-8) American history (8) Texas history (7)	Art (R,6-7; E,8) Music (E,6-8) Physical education and health/safety (R,6-8) Spanish or French (R,6-7; E,8) Orchestra (E,6-8) Speech (E,8)	Intramural sports, band, orchestra, chorus (6-8); interschool sports (7-8); dramatics (8). Club: Spanish (8).
Partial departmentalization (6-7) Total departmentalization (8) Large and small group instruction (6-8) Flexible scheduling (6-8) Closed-circuit TV (6-8) Independent study (8) Individualized instruction (6-8)	None	See Park View Intermediate above; also offers elective in speech in grade 8.	Interschool and intramural sports, student publications, band, chorus, orchestra (6-8); dramatics (8). Clubs: Math, science, foreign language (8).

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
PASADENA, TEXAS (Continued) V. W. Miller Intermediate	1968	6-8	997	1 assistant principal 1 full-time counselor 40 teachers	In general and special subjects.
SPRING BRANCH SCHOOL DISTRICT, TEXAS (Houston) H.M. Landrum Junior High	1957	6-8	1,491	1 assistant principal 3 full-time counselors 62 teachers	In homerooms, general and special subjects.
Memorial Junior High	1963	6-8	1,429	1 assistant principal 3 full-time counselors 58 teachers 1 teacher aide	In general and special subjects.
Spring Branch Junior High	1961	6-8	1,721	1 assistant principal 3 full-time counselors 69 teachers	In general subjects.
Spring Forest Junior High	1966	6-8	1,629	1 assistant principal 3 full-time counselors 68 teachers	In special subjects.
Spring Oaks Junior High	1967	6-8	1,295	1 assistant principal 3 full-time counselors 50 teachers	In some homerooms and special subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects (*R=required; E=elective*)	Activities
7	8	9	10
Subject area teams (6-8) Partial departmentalization (6-7) Total departmentalization (8) Large and small group instruction (8) Flexible scheduling (6-8) Closed-circuit TV (6-8) Individualized instruction (6-8)	History (8) Physical education (6-8)	Art (R,6-7; E,8) Music (E,6-8) Physical education and health/safety (R,6-8) Spanish (E,6-8) French (E,6-8) Band (E,6-8) Orchestra (E,6-8) Speech (E,8)	Band, chorus (6-8); intramural sports (6); interschool sports (7-8); dramatics (8).
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Large and small group instruction (6-8) Closed-circuit TV (6-8)	Social studies (6-8) Language arts (8)	Art (R,6-7; E,8) Music (R,6-8) Industrial arts (E,8) Home economics (E,8) Physical education (R, 6-8) Health/safety (R,6) Spanish (R,6; E,7-8) French (E,7-8) German (E,7-8) Drafting (E,8) Handicrafts (E,8)	Intramural sports, student government, band (6-8); interschool sports (7-8); student publications, chorus, dramatics (8). Clubs: Junior historians (6-8); National Honor Society (7-8); Future Teachers of America (8).
Subject area teams (6-8) Partial departmentalization (6-7) Total departmentalization (8) Closed-circuit TV (6-8)	Social studies (6-8)	Art (R,6-8) Music (R,6-8) Industrial arts (E,8) Home economics (E,8) Physical education (R, 6-8) Health/safety (R,6-7) Spanish (R,6; E,7-8) French (E,7-8) German (E,7-8) Handicrafts (E,8)	Band (6-8); interschool sports (7-8); intramural sports (7). Clubs: Each student belongs to a club in the club program.
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Small group instruction (6-8) Closed-circuit TV (6-8)	Physical education (6-8) Sixth block (6)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (E,8) Home economics (E,8) Physical education and health/safety (R,6-8) Spanish (R,6; E,7-8) French (E,7-8) German (E,7-8)	Intramural sports, student publications, student government, band, chorus (6-8); interschool sports (7-8); dramatics (8). Clubs: Art, math.
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Large and small group instruction (6-8) Closed-circuit TV (6-8)	Social studies (6-8) English (6-8)	See Spring Branch Junior High above.	Intramural sports, student publications, student government, band, chorus, dramatics (6-8); interschool sports (7-8). Clubs: 42 different clubs.
Partial departmentalization (6-7) Total departmentalization (8) Large and small group instruction (6-8) Closed-circuit TV (6-8)	None	See Spring Branch Junior High above.	Student publications, student government, band, chorus (6-8); interschool sports (7-8); intramural sports (7); dramatics (8). Clubs: Not enumerated.

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
SPRING BRANCH SCHOOL DISTRICT, TEXAS (Continued)					
Spring Woods Junior High	1961	6-8	1,516	1 assistant principal 3 full-time counselors 57 teachers	In some general subjects.
DAVIS COUNTY, UTAH					
Kaysville Junior High, Kaysville	1968	6-8	831	1 assistant principal 1 full-time counselor 36 teachers 1 librarian	In special subjects.
ALEXANDRIA, VA.					
Howard Middle	1966	7-8	885	1 assistant principal 3 full-time counselors 57 teachers	In homerooms and general subjects.
John Adams Middle	1966	7-8	850	1 assistant principal 2 full-time counselors 56 teachers	In homerooms and general subjects.
Parker-Gray Middle	1966	7-8	980	2 assistant principals 3 full-time counselors 61 teachers	In homerooms and general subjects.
PRINCE WILLIAM COUNTY, VA.					
E. H. Marsteller Junior High, Manassas	1963	6-8	915	1 assistant principal 2 full-time counselors 2 part-time counselors 51 teachers	In general subjects.

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Subject area teams (7-8) Partial departmentalization (6-7) Total departmentalization (8) Large group instruction (6-8) Small group instruction (6) Closed-circuit TV (6-8)	Social studies (7-8)	See Spring Branch Junior High above.	See Spring Oaks Junior High above.
Subject area teams (6-8) Partial departmentalization (6) Total departmentalization (7-8) Small group instruction (6-8)	Music (6-8) Mathematics (6)	Typing (R,6,8) Art (R,6-7) Music (R,6-7; E,8) Industrial arts (R,6-8) Home economics (R,6-8) Physical education (R, 6-8) Health/safety (R,7) French (E,8) Spanish (E,8) Student council (R,6)	Intramural sports, student publications, student government, band, chorus (6-8); interschool sports (8).
Interdisciplinary teams (7-8) Total departmentalization (7-8) Large and small group instruction (7-8) Flexible scheduling (7-8) Independent study (7-8) Individualized instruction (7-8) Tutorial programs (7-8)	English/social studies/ math/science (7-8)	Art (E,7-8) Music (E,7-8) Industrial arts (E,7-8) Home economics (E,7-8) Physical education and health/safety (R,7-8) French (E,7-8) Band (E,7-8) Orchestra (E,7-8) Chorus (E,7-8)	Intramural sports, student government (7-8). Clubs: Art, French (7); dramatics (8).
See Howard Middle School above. Also has closed-circuit TV (7-8).	See Howard Middle School above.	See Howard Middle School above.	Intramural sports, student government, student publications (7-8). Club: Junior Red Cross (7-8).
See Howard Middle School above.	See Howard Middle School above.	See Howard Middle School above.	Intramural sports, student government (7-8). Club: Junior Red Cross (7-8).
Subject area team (7) Self-contained classrooms (6) Partial departmentalization (7-8) Individualized instruction (6-8)	Special education (7)	Art (R,7; E,8) Music (R,6-7; E,8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8) Health/safety (R,8) Foreign language (R in grade 7 for top 4 sections academically; E,8) Band (E,6-8) String instruments (E,6) Choral (E,8)	Interschool and intramural sports, student publications, student government, chorus, dramatics (6-8); band (7-8). Clubs: Library (6-8); honor society, industrial arts-home economics (7-8); and many others.

School system and name of middle school	First year operated	Grades included	Number of students	Number of staff positions (other than principal)	Ability grouping
1	2	3	4	5	6
PRINCE WILLIAM COUNTY, VA. (Cont.)					
Fred M. Lynn Junior High, Woodbridge	1963	6-8	1,420	2 assistant principals 3 full-time counselors 70½ teachers 4 resource teachers 1 teacher aide	In some homerooms, general and special subjects.
Graham Park Junior High, Triangle	1966	6-8	960	1 assistant principal 2 full-time counselors 48 teachers	In homerooms and special subjects.
Jennie Dean Junior High, Manassas	1966	6-8	530	1 assistant principal 2 full-time counselors 34 teachers	In homerooms, general and special subjects.
Parkside Junior High, Manassas	1962	6-8	920	1 assistant principal 2 full-time counselors 1 part-time counselor 51 teachers	In homerooms, general and special subjects.
Rippon Junior High, Woodbridge	1966	6-8[m]	1,121	1 assistant principal 2 full-time counselors 56½ teachers	In special subjects.

Footnotes: See pages 70-71

SPECIAL INSTRUCTIONAL AND PROGRAM FEATURES *(and grades to which applicable)*			
Instructional practices	Subjects taught by teams	Special subjects *(R=required; E=elective)*	Activities
7	8	9	10
Interdisciplinary teams (8) Partial departmentalization (6) Total departmentalization (7-8) Large and small group instruction (6-8) Flexible scheduling (8) Closed-circuit TV (6-8) Independent study (6-8) Individualized instruction (6-8)	English/history (8) Mathematics (8) Science (8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8) Health/safety (R,8) Spanish or French (E,7-8) Algebra (E,8) Band (E,6-8) String instruments (E,6) Science (R in 6 sections of grade 7 only)	Interschool and intramural sports, student publications, student government, band, chorus, dramatics (6-8). Clubs: Safety patrols, Keep Lynn Clean, library and AV aides, educational TV aides, pep, folk dancing.
Interdisciplinary teams (7-8) Self-contained classrooms (6) Partial departmentalization (7-8) Large group instruction (7-8) Closed-circuit TV (6)	English/history/guidance (7-8)	Art (R,6-7; E,8) Music (R,6-7; E,8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8) Health/safety (R,8) Foreign language (E,7-8)	Interschool and intramural sports, student publications, student government, band, chorus (6-8).
Self-contained classrooms (6) Total departmentalization (7-8) Flexible scheduling (7-8)	None	Art (R,7; E,8) Music (R,7; E,8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education and health/safety (R,7-8) Spanish (E,7-8)	Interschool and intramural sports, student publications, student government, band, chorus, dramatics (6-8). Clubs: Library (6-8); Spanish, art (7-8).
Subject area teams (6-8) Partial departmentalization (6-8)	Physical education (6-8)	Art (R,7; E,8) Music (R,6-7; E,8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8) Health/safety (R,8) French (E,7-8)	Interschool and intramural sports, student government, band, chorus, dramatics (6-8); student publications (8). Clubs: Library, pep (6-8); math, homemaking (7-8); science (8).
Subject area teams (7-8) Self-contained classrooms (6) Partial departmentalization (7-8)	Virginia history (7-8)	Art (R,6-7; E,8) Music (R,7; E,8) Industrial arts (R,7-8) Home economics (R,7-8) Physical education (R, 6-8) Health/safety (R,8) French (E,7-8)	Interschool sports, student publications, student government, band (6-8); intramural sports, dramatics (7-8); chorus (8). Clubs: Archery, auto, dance, homemaking, hunting and fishing, pep (7-8); science (8).

Footnotes: See pages 70-71

FOOTNOTES

a/ *Killingsworth Junior High, ABC School District, Calif.:* The community has recently expressed a desire to have grade 6 housed in the neighborhood elementary schools. Upon recommendation of a citizens fact-finding committee, the board of education of the ABC School District has reaffirmed the junior high school plan (grades 7 and 8).

b/ The following schools include grade 9, but respondents did not report practices in this grade (Columns 6-10) since the questionnaire provided space for grade 5-8 only:

Allapattah Junior High, Dade County, Fla.
Richmond Heights Junior High, Dade County, Fla.
Lake Alfred Junior High, Polk County, Fla.
Oakland School, Polk County, Fla.
West Middle School, Grand Rapids, Mich.
Harrison Junior High, Albuquerque, N. Mex.
Polk Junior High, Albuquerque, N. Mex.
O. Henry Intermediate, New York, N.Y.

c/ *Charles R. Drew Junior High School, Dade County, Fla.:* The school population is divided by chronological age into approximately three equal parts, as follows: Little School One, sixth- and seventh-graders, with a few eighth- and ninth-graders; Little School Two, seventh- and eighth-graders with a few sixth- and ninth-graders; Little School Three, eighth- and ninth-graders with a few seventh-graders and perhaps one or two sixth-graders. The faculty is also divided so that each Little School has assigned to it a cross section of discipline specialists. Initially students are assigned to a particular Little School on the basis of chronological age, but may be moved from one Little School to another if their physical, social, or emotional development seems to indicate the advisability of such a change.

d/ *Charles R. Drew Junior High School, Dade County, Fla.:* Within each Little School, teachers are organized into one of three interdisciplinary teams for scheduling purposes, as follows:

Phase A	Phase B	Phase C
Science	English	Physical education
Mathematics	Library	Music
Art	Social studies	Typing/general business
Industrial technology	Reading	Independent study
Clothing and textiles	Speech/drama	
Food and nutrition	Resource education	
	Foreign language	
	Health and grooming	
	Communicative art	
	Junior vocabulary	
	Group guidance	

Each phase represents approximately one-third of the students' total day; each student spends six modules of 20 minutes each in each phase. The amount of time spent in any given subject is determined by the identified needs, interests, and abilities of the student and is adjusted cooperatively by the teachers within each phase as often as necessary.

e/ *Kokomo-Center School Corporation, Ind.:* All middle schools are "middle school wings" added to elementary buildings. Although administered by the same principal and assistant principal, the elementary and middle schools are considered separate schools. Lack of suitable building sites was one reason for this development.

f/ *Lafayette Parish, La.:* Two of the three middle schools include grades 4-8 and one school includes grades 3-8, but respondents did not report practices in grades 3 and 4 (Columns 6-10) since the questionnaire provided space for grades 5-8 only.

g/ *Mt. Hebron Middle School, Howard County, Md.:* The middle school (grades 6-8) and the high school (grades 9-10) are housed in the same building and administrated by the same principal and assistant principal.

h/ *John W. McCormack Middle School, Boston, Mass.:* School includes grade 4, but respondent did not report practices in this grade (Columns 6-10) since the questionnaire provided space for grades 5-8 only.

FOOTNOTES (Continued)

i/ *Parcells Middle School, Grosse Pointe, Mich.:* The pilot program in continuous learning involves 150 randomly selected sixth-, seventh-, and eighth-graders in a nongraded curriculum. They are taught by a team of 10 teachers in the areas of social studies, English, mathematics, and science--plus a counselor.

j/ *Washington Intermediate School, Port Huron, Mich.:* Part-time students come from a parochial school, in a shared-time program.

k/ *Davis School, Camden, N. J.:* Grades 6-8 operate as a school-within-a-school (in a K-8 school).

l/ *New York, N.Y.:* The board of education operates 51 middle schools. The seven reported here were selected by the superintendent's office to represent the middle school concept in New York City.

m/ *Rippon Junior High School, Prince William County, Va.:* Grades 6-8 are housed separately, but under the same roof with grades 1-5. The elementary and junior high school programs are separately organized, managed, and supervised; the same principal serves both programs.

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INDEX TO SCHOOL SYSTEMS WITH MIDDLE SCHOOLS

School system	Page	Fall 1967 district enrollment	Predominant grade organization plan	No. of schools in survey	Central office administrator with responsibility for middle schools
JEFFERSON COUNTY, ALA. (Birmingham)	18	65,763	6-3-3	1	Not reported
MARSHALL COUNTY, ALA. (Guntersville)	18	13,531	5-3-4	2	Superintendent
MOBILE, ALA. (city and county schools)	18	75,963	None	2	Superintendent
ABC SCHOOL DISTRICT, CALIF. (Artesia)	18	14,407	5-3-4	3	Director of Secondary Education
BALDWIN PARK, CALIF.	20	12,371	5-3-4	3	Assistant Superintendent, Educational Services
GARDEN GROVE, CALIF.	20	51,105	5-3-4	8	Associate Superintendent
PALOS VERDES PENINSULA SCHOOL DISTRICT, CALIF. (Rolling Hills)	24	14,448	5-3-4	4	Assistant Superintendent, Instruction
SAN MATEO, CALIF.--Elementary School District	26	12,721	5-3-4	3	Assistant Superintendent for Instruction
SANTA CLARA, CALIF.	26	23,380	6-2-4	3	Superintendent
WEST COVINA, CALIF.	28	14,091	5-3-4	5	Superintendent
LITTLETON, COLO.	28	14,644	6-3-3	1	Superintendent
NEW HAVEN, CONN.	30	20,865	6-2-4	1	Associate Superintendent
BROWARD COUNTY, FLA. (Ft. Lauderdale)	30	96,157	6-3-3	2	Assistant Superintendent for Instruction
DADE COUNTY, FLA. (Miami)	30	217,947	6-3-3	4	Associate Superintendent, Instruction
POLK COUNTY, FLA. (Bartow)	32	51,705	6-3-3	3	Director of Instruction
ATLANTA, GA.--city schools	32	111,843	7-5	1	Assistant Superintendent in Charge of Instruction
MUSCOGEE COUNTY, GA. (Columbus)	32	42,096	6-3-3	2	Superintendent
DECATUR, ILL.	34	21,372	6-2-4	1	Assistant Superintendent for Instruction
SPRINGFIELD, ILL.	34	21,560	5-3-4	5	No one person
HAMMOND, IND.	36	23,569	5-3-4	1	Not reported
KOKOMO-CENTER SCHOOL CORPORATION, IND. (Kokomo)	36	12,280	5-3-4	6	Administrative Assistant for Elementary and Middle Schools

INDEX TO SCHOOL SYSTEMS WITH MIDDLE SCHOOLS (Continued)

School system	Page	Fall 1967 district enrollment	Predominant grade organization plan	No. of schools in survey	Central office administrator with responsibility for middle schools
LAFAYETTE PARISH, LA. (Lafayette)	38	23,363	8-4	3	Assistant Superintendent, Curriculum and Personnel
CARROLL COUNTY, MD. (Westminster)	38	13,238	5-3-4	4	Supervisor of Middle Schools
HARFORD COUNTY, MD. (Bel Air)	40	21,318	6-2-4	1	Director of Secondary Education
HOWARD COUNTY, MD. (Clarksville)	40	13,079	5-3-4	5	Supervisor of Middle Schools
MONTGOMERY COUNTY, MD. (Rockville)	42	116,340	6-3-3	1	Assistant Superintendent for Administration
BOSTON, MASS.	42	92,120	6-3-3	3	Associate Superintendent in Charge of Junior High Schools
FALL RIVER, MASS.	44	12,929	4-4-4	1	Not reported
BAY CITY, MICH.	44	15,367	5-3-4	5	Assistant Superintendent for Elementary and Intermediate Education
GRAND RAPIDS, MICH.	44	33,993	6-3-3	1	Director of Secondary Schools
GROSSE POINTE, MICH.	46	12,285	5-3-4	3	Assistant Superintendent, Instruction
PORT HURON, MICH.	46	14,291	5-3-4	6	Executive Director, K-8
ST. LOUIS, MO.	48	116,795	8-4	3	Superintendent (each middle school is the responsibility of its district superintendent)
CAMDEN, N. J.	50	20,500	6-3-3	1	Director of Curriculum and Instruction, 7-12
ALBUQUERQUE, N. MEX.	50	77,691	6-3-3	4	Director, Secondary Education
BUFFALO, N. Y.	50	72,639	8-4	1	Associate Superintendent for Instructional Services
NEW YORK, N. Y.	52	1,109,664	6-3-3	7	Assistant Superintendent in Charge of Special Projects
ALAMANCE COUNTY, N. C. (Graham)	54	12,686	8-4	4	Assistant Superintendent, Instruction

(Continued)

INDEX TO SCHOOL SYSTEMS WITH MIDDLE SCHOOLS (Continued)

School system	Page	Fall 1967 district enrollment	Predominant grade organization plan	No. of schools in survey	Central office administrator with responsibility for middle schools
WAYNE COUNTY, N. C. (Goldsboro)	54	13,041	None	1	Assistant Superintendent of Instruction
PITTSBURGH, PA.	56	80,697	6-2-4	1	Associate Superintendent, Secondary Education
PROVIDENCE, R. I.	56	26,391	6-3-3	4	Coordinating Supervisor of Middle Schools
ANDERSON, S. C.	58	12,005	6-3-3	1	Superintendent
EL PASO, TEXAS	58	60,660	5-3-4	2	No one person
FORT WORTH, TEXAS	58	83,115	6-3-3	4	Assistant Superintendent for Instruction
GOOSE CREEK SCHOOL DISTRICT, TEXAS (Baytown)	60	12,314	5-3-4	3	Deputy Superintendent
HARLANDALE SCHOOL DISTRICT, TEXAS (San Antonio)	62	15,865	6-3-3	1	Superintendent
PASADENA, TEXAS	62	32,461	5-3-4	7	Assistant Superintendent, Secondary Schools
SPRING BRANCH SCHOOL DISTRICT, TEXAS (Houston)	64	32,687	5-3-4	6	Director, Secondary Schools
DAVIS COUNTY, UTAH (Farmington)	66	32,217	6-3-3	1	Not reported
ALEXANDRIA, VA.	66	16,193	6-2-4	3	Director of Secondary Education
PRINCE WILLIAM COUNTY, VA. (Manassas)	66	21,686	5-3-4	6	Coordinator of Junior High Schools

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12. Murphy, Judith. Middle Schools. New York: Educational Facilities Laboratories, Inc. (477 Madison Avenue), 1965. 64 p. Single copy free. (Describes facilities and designs of several middle schools in various parts of the country.)

13. National Education Association, Research Division and American Association of School Administrators. Grade Organization Patterns. ERS Reporter. Washington, D. C.: Educational Research Service, National Education Association, November 1968. 25 p. 25¢.

14. National Education Association, Research Division and American Association of School Administrators. Middle Schools. Educational Research Service Circular No. 3, 1965. Washington, D. C.: the Association, May 1965. 15 p. (Out of print; available in libraries.)

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3. Bough, Max. "Theoretical and Practical Aspects of the Middle School." Bulletin of the National Association of Secondary School Principals 53: 8-13; March 1969.

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4. Brandt, Ronald S. "Middle School in a Non-Graded System. *Journal of Secondary Education* 43: 1965-70; April 1968.

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Please print or type replies

Educational Research Service
November 1968

QUESTIONNAIRE FORM

MIDDLE SCHOOLS

School system ____

Name of school ____

City ____________________ State __________ Zip code ______

Principal ____

1. Please supply the following data regarding your school:
    - a. Grades included ____________________
    - b. Number of students ____________________
    - c. First year of operation as a middle school: 19 ___
    - d. School staff:

      Number of administrative personnel in addition to principal

      Assistant principals __________

      Others (please list) ______________________________

      ____

      Number of teachers ____________________

      Number of teacher aides ________________

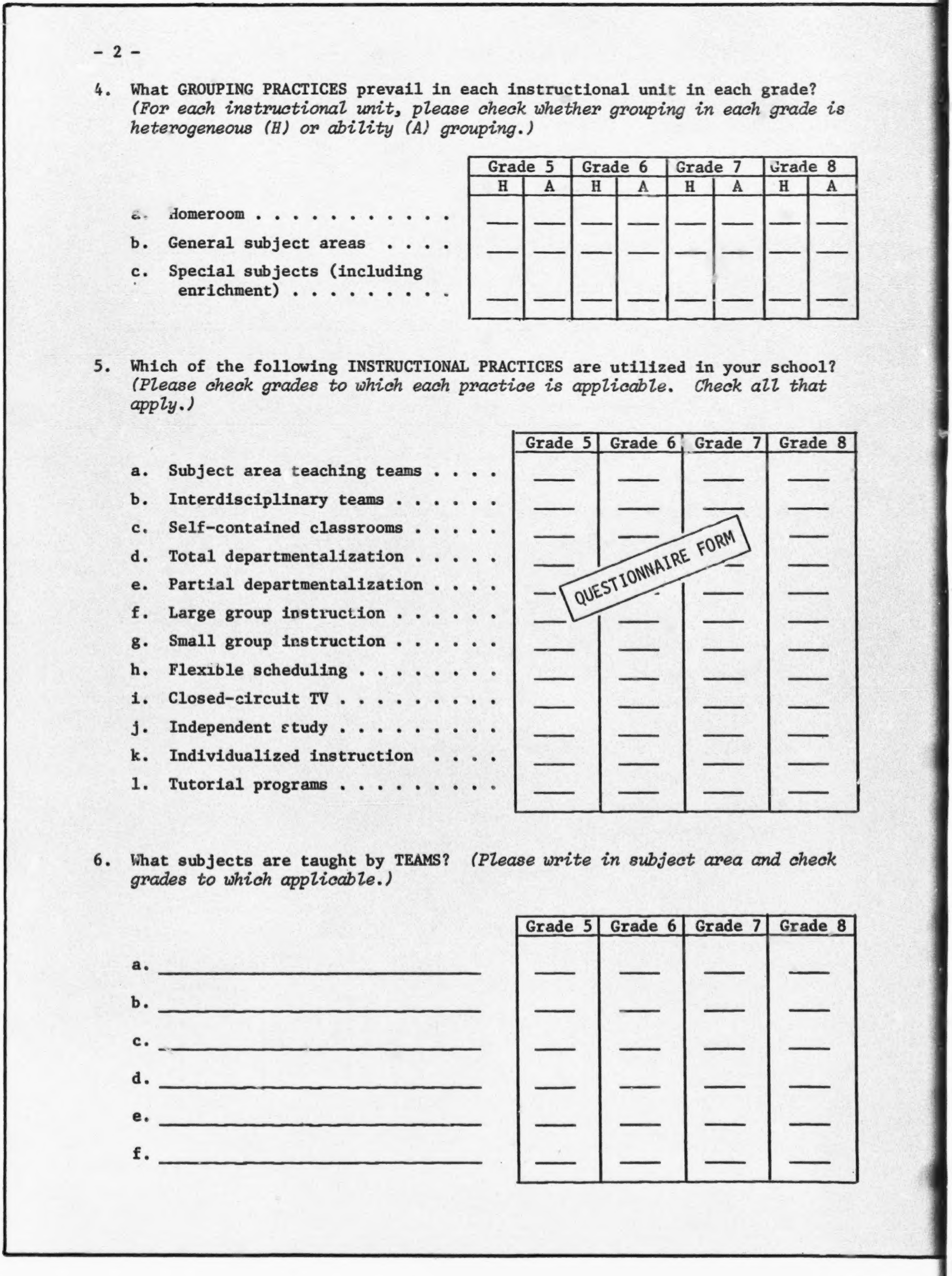
      Number of guidance counselors: ______ Full-time ______ Part-time

2. On what bases are pupils enrolled in your school?
    - a. School boundaries? ________
    - b. Voluntary enrollment? ________
    - c. Ability and/or interest level? ________
    - d. Other (please specify) ______________________________

3. Approximately what percentage of your teachers, by grade assignment, have CERTIFICATION for each instructional level?

	Grade 5	Grade 6	Grade 7	Grade 8
a. Elementary	____ %	____ %	____ %	____ %
b. Secondary	____ %	____ %	____ %	____ %
c. Both of above	____ %	____ %	____ %	____ %

OVER ——→



- 2 -

4. What GROUPING PRACTICES prevail in each instructional unit in each grade? *(For each instructional unit, please check whether grouping in each grade is heterogeneous (H) or ability (A) grouping.)*

	Grade 5		Grade 6		Grade 7		Grade 8	
	H	A	H	A	H	A	H	A
a. Homeroom	___	___	___	___	___	___	___	___
b. General subject areas	___	___	___	___	___	___	___	___
c. Special subjects (including enrichment)	___	___	___	___	___	___	___	___

5. Which of the following INSTRUCTIONAL PRACTICES are utilized in your school? *(Please check grades to which each practice is applicable. Check all that apply.)*

QUESTIONNAIRE FORM

	Grade 5	Grade 6	Grade 7	Grade 8
a. Subject area teaching teams	___	___	___	___
b. Interdisciplinary teams	___	___	___	___
c. Self-contained classrooms	___	___	___	___
d. Total departmentalization	___	___	___	___
e. Partial departmentalization	___	___	___	___
f. Large group instruction	___	___	___	___
g. Small group instruction	___	___	___	___
h. Flexible scheduling	___	___	___	___
i. Closed-circuit TV	___	___	___	___
j. Independent study	___	___	___	___
k. Individualized instruction	___	___	___	___
l. Tutorial programs	___	___	___	___

6. What subjects are taught by TEAMS? *(Please write in subject area and check grades to which applicable.)*

	Grade 5	Grade 6	Grade 7	Grade 8
a. ______________________	___	___	___	___
b. ______________________	___	___	___	___
c. ______________________	___	___	___	___
d. ______________________	___	___	___	___
e. ______________________	___	___	___	___
f. ______________________	___	___	___	___

7. What SPECIAL SUBJECTS are taught? Are they elective or required (E or R)? *(Please check grades to which applicable and indicate which are elective (E) and which are required (R).)*

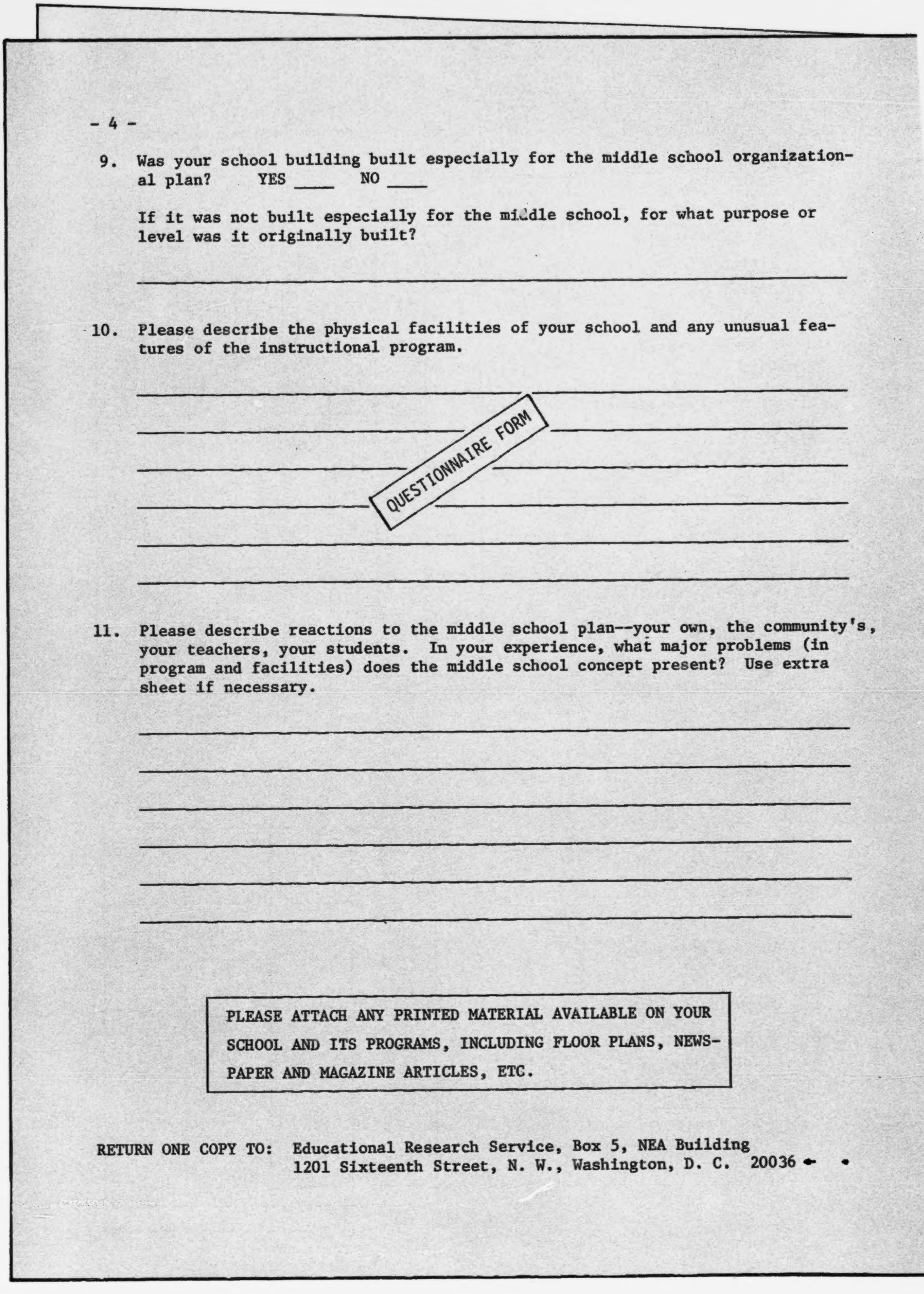
QUESTIONNAIRE FORM

	Grade 5		Grade 6		Grade 7		Grade 8	
	E	R	E	R	E	R	E	R
a. Typing								
b. Art								
c. Music								
d. Industrial arts								
e. Home economics								
f. Physical education								
g. Health/safety								
h. Foreign languages (please list)								
1) ________								
2) ________								
3) ________								
i. Others (please list)								
1) ________								
2) ________								
3) ________								

8. What ACTIVITIES are available to students? *(Please check grades to which applicable.)*

	Grade 5	Grade 6	Grade 7	Grade 8
a. Interschool sports				
b. Intramural sports				
c. Student publications				
d. Student government				
e. Band				
f. Chorus				
g. Dramatics				
h. Clubs (please list)				
1) ________				
2) ________				
3) ________				

OVER →



9. Was your school building built especially for the middle school organizational plan? YES ____ NO ____

If it was not built especially for the middle school, for what purpose or level was it originally built?

10. Please describe the physical facilities of your school and any unusual features of the instructional program.

QUESTIONNAIRE FORM

11. Please describe reactions to the middle school plan--your own, the community's, your teachers, your students. In your experience, what major problems (in program and facilities) does the middle school concept present? Use extra sheet if necessary.

PLEASE ATTACH ANY PRINTED MATERIAL AVAILABLE ON YOUR SCHOOL AND ITS PROGRAMS, INCLUDING FLOOR PLANS, NEWSPAPER AND MAGAZINE ARTICLES, ETC.

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